

# School Plan

**OUACHITA HIGH SCHOOL**  
**258 SCHOOL HOUSE RD,DONALDSON, AR 71941**

**Arkansas Comprehensive School Improvement Plan**

**2013-2014**

The mission of Ouachita High School is to provide a safe and nurturing environment. Every student will be given the opportunity to become proficient, independent achievers. Ouachita High School will involve teachers, students, parents, and community members in the total education process.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: SI\_2

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### Priority 1: Mathematics

**Goal:** All students will improve in problem solving skills with an emphasis on number sense, properties and operations, patterns, algebra and functions. Students will also improve on algebraic and geometric procedures with an emphasis on measurement and functions.

### Priority 2: Literacy

**Goal:** All students will improve open-response writing on style and content, sentence formation, vocabulary and Sources of Information.

### Priority 3: Health/Wellness

**Goal:** All students will improve their general health by increasing their knowledge of appropriate nutritional guidelines .

**Goal:** All students will improve their knowledge of and participation in physical activity.

**Goal:** All students will maintain or show a healthy improvement in Body Mass Index.

**Goal:** All students will be aware of the dangers of drug, alcohol and tobacco use.

Priority 1: All students will show an improvement in mathematic skills.

Supporting  
Data:

1. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL  
 Benchmark-7th Grade Mathematics Exam  
 2011-# Tested & Percent of Students Scoring Proficient/Advanced:  
 39 Students: 69% of Combined Students  
 38 Students: 71% of Caucasian Students  
 21 Students: 58% of Econ. Disadvantaged Students  
 1 Students: 0% of Students with Disabilities  
 2012-#Tested & Percent of Students Scoring Proficient/Advanced  
 30 Students 83% of Combined Students  
 26 Students 82% of Caucasian Students  
 18 Students 94% of Econ. Disadvantaged Students  
 4 Students 25% of Students with Disabilities  
 2013-# Tested & Percent of Students Scoring Proficient/Advanced:  
 41 Students: 73% of Combined Students  
 40 Students: 76% of Caucasian Students  
 14 Students: 64% of Econ. Disadvantaged Students  
 1 Students: 0% of Students with Disabilities  
 The lowest identified areas for the combined population were: Number and Operations - Open Response, Algebra - Open Response, Geometry - Open Response, Measurement - Open Response.
2. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL  
 Benchmark-8th Grade Mathematics Exam  
 2011-# Tested & Percent of Students Scoring Proficient/Advanced:  
 29 Students: 58% of Combined Students  
 29 Students: 58% of Caucasian Students  
 10 Students: 40% of Econ. Disadvantaged Students  
 2 Students: 0% of Students with Disabilities  
 2012-#Tested & Percent of Student Scoring Proficient/Advanced  
 26 Students 64% of Combined Students  
 22 Students 63% of Caucasian Students  
 21 Students 67% of Econ. Disadvantaged Students  
 2 Students 0% of Students with Disabilities  
 2013-# Tested & Percent of Students Scoring Proficient/Advanced:

- 36 Students: 72% of Combined Students
- 32 Students: 68% of Caucasian Students
- 14 Students: 72% of Econ. Disadvantaged Students
- 2 Students: 0% of Students with Disabilities
- The lowest identified areas for the combined population were: Open Response - Numbers and Operations, Algebra, Geometry, and Measurement.
3. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL  
EOC-Algebra Exam
  - 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
    - 37 Students: 73% of Combined Students
    - 26 Students: 73% of Caucasian Students
    - 20 Students: 70% of Econ. Disadvantaged Students
    - 5 Students: 20% of Students with Disabilities
  - 2012-# Tested & Percent of Students Scoring Proficient/Advanced:
    - 21 Students: 78% of Combined Students
    - 18 Students: 76% of Caucasian Students
    - 12 Students: 83% of Econ. Disadvantaged Students
    - Students: 0% of Students with Disabilities
  - 2013-# Tested and Percent of Students Scoring Proficient/Advanced:
    - 36 Students: 66% of Combined Students
    - 31 Students: 67% of Caucasian Students
    - 9 Students: 0% of Econ. Disadvantaged Students
    - 1 Students: 0% of Students with Disabilities
  - The lowest identified areas for the combined population were: Open Response - Language of Algebra, Solving Equations and Inequalities, Non Linear Functions, Date Interpretation and Probability.
4. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL  
EOC-Geometry Exam
  - 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
    - 27 Students: 81% of Combined Students
    - 27 Students: 81% of Caucasian Students
    - 0 Students: 0% of Econ. Disadvantaged Students
    - 0 Students: 0% of Students with Disabilities
  - 2012-# Tested and Percent of Students Scoring Proficient/Advanced:
    - 32 Students: 78% of Combined Students
    - 31 Students: 78% of Caucasian Students
    - 21 Students: 71% of Economic Disadvantaged Students
    - 3 Students: 67% of Students with Disabilities
  - 2013-# Tested and Percent of Students Scoring Proficient/Advanced:
    - 29 Students: 83% of Combined Students
    - 27 Students: 82% of Caucasian Students
    - 14 Students: 64% of Econ. Disadvantaged Students
    - 1 Students: 0% of Students with Disabilities
  - The lowest identified areas for the combined population were: Open Response - Language of Geometry, Triangles, Measurement, Coordinate Geometry and Transformations.
5. Math scores on the ACT showed steady increase for school years - 2009-2010 21.2; 2010-2011 20.2; 2011-2012 20.1. In school year 2009-2010 math scores decrease to 21.2 from the previous year 2008-2009 score of 22.6. All juniors at Ouachita High School were given the ACT test during the 2009-2010 school year.
6. Attendance Rates: 2009/2010 = 96.3%, and 2010/2011 = 96.5%, 2011/2012 = 96.4%  
High School dropout rates: 2009/2010 = 3%, 2010/2011 = 1.5%, 2011/2012 = 3.4%.  
Graduation Rates: 2009/2010 = 91.2%, 2010/2011 = 93.3%, 2011/2012 = 96.7%.
7. 7th Grade NRT
  - In 2010, our students as a class average scored at 49th percentile in math.
  - In 2011, 51.3% of our students scored at or above the 50th percentile in math. Weak areas: Problem Solving, Measurement, and Algebra.
  - In 2012, 63% of our students scored at or above the 50th percentile in math. Weak areas: Math Estimation, Problem Solving - Multiple Step.
8. 8th Grade NRT
  - In 2010, our students as a class average scored at the 70th percentile in math. Analysis of content subskill and skill cluster performance showed the following areas of weakness: Problem Solving.
  - In 2011, 41.4% of our students scored at or above the 50th percentile in math. Weak areas: Measurement and Problem Solving.
  - In 2012, 62% of our students scored at or above the 50th percentile in math. Weak areas: Math Concepts - Number Property and Operaitons, Math Estimation and Number Sense.
9. 9th Grade NRT
  - In 2011, 61% of our students scored at or above the 50th percentile in math. Weak areas: Math computation.

In 2012, 68% of our students scored at or above the 50th percentile in math. Weak areas: Math Computation. In 2013, 53.8% of our students scored at or above the 50th percentile in total math. Weak areas: Math Computation.

10. In analyzing our data, one of the trends that data reveals is a weakness with all grades in Open Response.

11.

Goal All students will improve in problem solving skills with an emphasis on number sense, properties and operations, patterns, algebra and functions. Students will also improve on algebraic and geometric procedures with an emphasis on measurement and functions.

Benchmark All students, including special education students, will meet or exceed Adequate Yearly Progress by 5% for the all of EOC and Benchmark 2014 testing.

Intervention: Aligning Curriculum to State Mathematics Common Core Frameworks.				
Scientific Based Research: "Standards-Based Reform of Mathematics Education in Rural High Schools" Howley, Aimee; Larson, William; Andrianaivo, Solange; Rhodes, Megan; Howley, Marged. Journal of Research in Rural Education, v22 n2 p1-12 May 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including special education teachers, will participate in curriculum mapping and common core frameworks. Teachers will collaborate at grade and building levels to align math curriculum. Teachers will receive pacing guides that are aligned through The Learning Institute (TLI) interim testing and to the Arkansas Common Core Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	David Thigpen, Sharon Paredes, Rebecca Ivy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Ouachita High School adopted text books, with curriculum closely aligned to Arkansas Common Core frameworks, from Glencoe, Holt, Rinehart, Winston, Houghton Mifflin and Pearson; CORD; and btw-Freeman. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Alignment	Sharon Paredes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative assessments (informal classroom observations, lesson plans, and curriculum review) and summative assessments (standardized test scores - Benchmark & Stanford Achievement Test). The results will be in next year's plan after review of 2013-2014 data. Action Type: Program Evaluation	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Evaluation of state test results for creation and implementation of Academic Improvement Plans, and the improvement of all students' future test scores.				
Scientific Based Research: Act 999 of 1999 Act 35 of 2003 "Parent and Family Involvement and Student Success" National PTA, May 1998. "Adding Value to Accountability", Harold C. Doran, Educational Leadership, November 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
AIP: An Academic Improvement Plan will be developed with parent input for every student, including special education students, who scored below proficient on any Spring 2013 Benchmark and/or EOC exam. The Academic Improvement Plan will be utilized in tutoring sessions. The following strategies will be used to carry out the purpose of	Lyn McDade, Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>AIPs. 1) Dean of Students will retrieve and print all AIPs and distribute to appropriate teachers. AIPs will contain individual students' test scores and weakness for teachers to view. 2)Data analysis will be conducted annually to study ACTAAP results. 3)ACSIP and Academic Improvement Plans (AIP) will be reviewed and updated at that time. Results of analysis will be reviewed with parents during parent-teacher conferences. Emphasis will be placed on these strategies to help reduce the disparities of our sub-populations.</p> <p>Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Technology Inclusion</p>				
<p>Students will participate in the following strategies to heighten and improve future test scores. 1)Students may participate in practice ACT tests, such as PLAN and EXPLORE and the CPEP program. 2) The counselor will administer the PSAT test to all 10th and 11th grade students who want to qualify for the National Merit scholarship. 3) All students will participate in interim testing through TLI (The Learning Institute). 4) Counselor will inform students of online practice tests for ACT, SAT, COMPASS, etc. At the end of the 2012-2013 school term, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented.</p> <p>Action Type: AIP/IRI  Action Type: Special Education</p>	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed.</p> <p>Action Type: Program Evaluation</p>	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>A new computer software program, TLI, will be incorporated for all students. This will allow all students to receive remediation. All teachers including special education teachers have been trained to use the TLI software. The 2012-2013 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. TLI reports will be run periodically to insure student participation in program remediation. Built in assessments will be used with 70% mastery. Results will be included in 2013-2014 plan.</p> <p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Special Education</p>	Lyn McDade, Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Math curriculum for grades 7-12 will be standards-based in accordance with the Arkansas Academic Common Core Frameworks.				
Scientific Based Research: "Instructional Leadership to Support Standards-Based Practice" by Kate Jamentz; publisher Wested; August 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>All teachers, grades 7-12, adopted the following instructional strategies for the 2013-2014 school year to improve areas of weakness in mathematics. 1) Integrate weekly open-response questions in all curriculum areas. 2) Students will address the processes of Math through writing assignments. 3) Special Education students along with any students needing remediation will receive reinforcement instruction through use of the Accelerated Math program. 4) Math teachers will use real-world situations to develop and reinforce models that are linear, quadratic and other mathematical types. 5) Math teachers will include graphing calculators in instruction. 6) Math teachers will use cooperative learning to develop and reinforce procedures that emphasize all mathematical models. 7) Math teachers will increase students' exposure to test released items for 7th grade Benchmark, 8th grade Benchmark, EOC Algebra I, EOC Geometry, and Practice ACT tests. 8) Students in Art classes will practice measurement when cutting mat boards to fit frames, as well as calculating proportions to scale. 9) Teachers will participate in co-teaching activities. 10) Tutorial sessions will be formed to allow additional instruction time geared toward basic mastery and Benchmark preparation. 11) Instructional Technology will include Interwrite Pads, classroom computers, ELMO, symposiums, Gradequick for teachers, Edline for teachers, students and parents, and overhead projectors. 12) ACT Preparation courses are being offered for high school students in grades 9-12. Emphasis will be placed on these strategies to help reduce the disparities of our sub-populations. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Professional development has been provided for applicable content areas.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>David Thigpen,  Sharon Paredes,  Rebecca Ivy,  Aaron Hand</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by formative assessments (informal classroom observations, curriculum review, and lesson plans) and summative assessments (standardized test scores - Benchmark and Stanford Achievement Test). At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Results will be in next year's plan.</p> <p>Action Type: Program Evaluation</p>	<p>David Thigpen</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers in Vocational areas will also practice strategies to help improve students' Math skills. 1) Eligible students attend Ouachita Technical College classes in areas such as Welding where they practice measurement and functions. 2) Students in the Foods &amp; Nutrition class will prepare food using measurement and equivalents. 3) Students in the Family Consumer Science class will participate in</p>	<p>Amy Fulmer,  Sharon Paredes,  Heath Lee,  Rebecca Ivy,  Sharon Burris, Anita White</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

textile labs where they will measure for sewing and room design templates. 4) Students enrolled in the Agriculture Metals I and II class at Ouachita High School practice geometric procedures by measuring and cutting metals prior to the welding process. 5) CTE and geometry teachers will continue to develop geometry lessons by collaborating with each other. Professional development has been provided for applicable content areas. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$0

Priority 2: All students will improve their literacy skills.

1. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL

Benchmark-7th Grade Literacy Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:

39 Students: 61% of Combined Students

37 Students: 62% of Caucasian Students

21 Students: 48% of Econ. Disadvantaged Students

1 Students: 0% of Students with Disabilities

2012 -# Tested & Percent of Students Scoring Proficient/Advanced:

30 Students: 83% of Combined Student

26 Students: 82% of Caucasian Students

18 Students: 78% of Econ. Disadvantaged Students

4 Students: 50% of Students with Disabilities.

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

41 Students: 88% of Combined Students

40 Students: 88% of Caucasian Students

14 Students: 79% of Econ. Disadvantaged Students

1 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: Open Response - Literary Reading and Practical Reading.

2. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL

Benchmark-8th Grade Literacy Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:

29 Students: 79% of Combined Students

26 Students: 77% of Caucasian Students

10 Students: 60% of Econ. Disadvantaged Students

2 Students: 0% of Students with Disabilities

2012-# Tested & Percent of Students Scoring Proficient/Advanced

35 Students: 85% of Combined Students

30 Students: 86% of Caucasian Students

21 Students: 81% of Econ Disadvantaged Students

2 Students: 50% of Students with Disabilities

2013-# Tested & Percent of Students Scoring Proficient/Advanced:

36 Students: 86% of Combined Students

32 Students: 84% of Caucasian Students

14 Students: 93% of Econ. Disadvantaged Students

2 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: Open Response - Practical Reading.

3. ACSIP CRT Data Source for OUACHITA HIGH SCHOOL

Literacy-11th Exam

2011-# Tested & Percent of Students Scoring Proficient/Advanced:

27 Students: 71% of Combined Students

26 Students: 69% of Caucasian Students

13 Students: 54% of Econ. Disadvantaged Students

1 Students: 0% of Students with Disabilities

2012-# Tested & Percent of Students Scoring Proficient/Advanced:

20 Students: 69% of Combined Students

20 Students: 69% of Caucasian Students

14 Students: 64% of Econ. Disadvantaged Students

2 Students: 0% of Students with Disabilities

Supporting  
Data:

## 2013-# Tested &amp; Percent of Students Scoring Proficient/Advanced:

37 Students: 63% of Combined Students

36 Students: 64% of Caucasian Students

14 Students: 72% of Econ. Disadvantaged Students

3 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: Open Response - Literary Reading and Practical Reading, Writing - Content and Style.

## 4. Average Reading scores on ACT exams:

2009-2010 = 21.9

2010-2011 = 21.1

2011-2012 = 22.4

## Average English scores on ACT exams:

2009-2010 = 21.6

2010-2011 = 20.0

2011-2012 = 20.9

All juniors from OHS was given the ACT test in the spring of 2010.

## 5. Discipline Data from Arkansas Department of Education, School Report Card for Ouachita High School.

Retentions - 2010-2011 - 0, 2011-2012 - 1 2012-2013 - 2

## Discipline and Safety

2010-2011 - Expulsion - 0, Weapons Incidents - 0, Staff Assaults - 0, Student Assaults - 2.

2011-2012 - Expulsions - 0, Weapons Incidents - 0, Staff Assaults - 0, Student Assaults - 0.

2012-2013 - Expulsion - 0, Weapons Incidents - 0, Staff Assaults - 0, Student Assaults - 1.

## 6. 9th Grade - NRT

In 2011, 48% of our students scored at or above the 50th percentile in reading comprehension.

Analysis of the content subskill and skill cluster performance showed the following area of weakness: Explicit Sequence and Action. 53% of our students scored at or above the 50th percentile in language. Analysis of the content subskill and skill cluster performance showed the following areas as weakness: Capitalization, Punctuation, and Identify correctly and efficiently written sentences.

In 2012, Analysis of the content subskill and skill cluster performance in reading showed the following areas of weakness: Explicit Sequence and Action. Analysis of the content subskill and skill cluster performance in language showed the following areas of weakness: Capitalization, Punctuation, and Identify correctly and efficiently written sentences.

In 2013, 61.5% of the students tested were above the 50th percentile in total reading. This includes vocabulary and reading comprehension. Also, 59% of the students tested were above the 50th percentile in revising written materials.

## 7. 7th Grade - NRT 2011-2012

Reading - 59% above national average Weak Areas - Vocabulary Verbs

Language - 55% above national average Weak Areas - Spelling, Capitalization, Punctuation (Apostrophes) and Organization of Ideas.

## 8. 8th Grade NRT 2011-2012

Reading - 62% above national average Weak Areas - Vocabulary - Modifiers

Language - 52% above national average Weak Areas - Vocabulary

## 9. Our three year data continues to show a trend of low scores in the areas of literary passage in reading and content and style in writing.

Goal	All students will improve open-response writing on style and content, sentence formation, vocabulary and Sources of Information.
Benchmark	All students, including sub-populations, will meet or exceed state AYP by 5% on Benchmark and grade 11 literacy for the 2014-2015.

Intervention: Implement a comprehensive literacy model.				
Scientific Based Research: The "Academic Literacies" Model: Theory and Applications. Lea, Mary R.; Street, Brian V. Theory Into Practice, v45 n4 p. 368-377 2006. web site: <a href="http://www.eribaum.com">http://www.eribaum.com</a> TLI.net				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including teachers of sub-populations, parents and community have researched, reviewed and revised the school improvement plan, and have decided to implement the following instructional strategies: 1. School-wide multidisciplinary instruction. Grades 7-12 teachers will integrate literacy standards into their classroom instruction by using open-response writing question. 2. Writing to Demonstrate. Grades 7-12 teachers will teach and assign various writing activities such as journal entries, essays, paragraphs and stories. 3. Authentic	Kristy Floyd, Christie Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Writing. Grades 7-12 teachers will teach and assign authentic writing activities such as letters to the editor of newspapers, autobiographies, journal entries, blogging, publications, and personal stories. 4. Instructional Technology will include SmartBoards, classroom computers, ELMO, symposiums, web quests, Gradequick for teachers, Edline for parents and students, and overhead projectors. A newly built computer lab will be available for student/teacher use. Also, Room 114 houses a small computer lab for English students in grades 10-12. 5. The Business Education/Information Technology teacher will implement strategies for improvement through the computer use of letter writing, spreadsheets, visual dictation and word documents. 6. The Step-Up to Writing program will be implemented in some classrooms to improve literacy skills. 7. The STAR Reading Program, as well as, Smart Step Literacy Lab will be implemented this year in the language arts classrooms to improve literacy skills. 8. TLI computer program will be incorporated for all students. TLI provides current assessments and remediation quizzes. These strategies are aligned to the Arkansas Common Core Frameworks, and are integrated into the high school curriculum. They will also help with reducing the disparities among the sub-populations. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>				
All teachers will attend professional development and instructional technology as required by Ouachita School District. New faculty will be trained in areas that current teachers had been trained in previously. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Ouachita High School will implement the following methods for evaluating the effectiveness of literacy improvement strategies for grades 7-12 including special education students: Formative assessments include classroom walk-throughs by principal, teacher observations, lesson plans, curriculum mapping, cross-curricular instruction and scoring rubrics, and summative assessments such as TLI interim testing and dissemination of state test scores as they become available. At the end of the 2014-2015 school year, the evidence of the intervention's impact on student achievement will be assessed. The 2014-2015 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Results will be in next year's plan. Action Type: Program Evaluation	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement a program based on student AIPs to address needs of students with problems in Literacy.				
Scientific Based Research: "Coming to Our Senses: Incorporating Brain Research Findings into Classroom Instruction". Wilmes, Barbara; Harrington, Lauren; Kohler-Evans, Patty; Sumpter, David. Education; Summer 2008, Vol. 128 Issue 4, Pages 659-666. Act 999 of 1999 Act 35 of 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds



AIP: An Academic Improvement Plan will be developed with parent input for every student who scored below proficient on any Spring 2013 Benchmark and/or EOC exam. The Academic Improvement Plan will be utilized in tutorial sessions. The following strategies will be used to carry out the purpose of AIPs. 1) An Instructional Facilitator has been hired. The facilitator will retrieve and print all AIPs and distribute to teachers. AIPs will contain individual students' test scores and weakness for teachers to view. 2) Data analysis will be conducted annually to study ACTAAP results. 3) ACSIP and Academic Improvement Plans (AIP) will be reviewed and updated at that time. Results of analysis will be reviewed with parents during parent-teacher conferences. Action Type: AIP/IRI	Lyn McDade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will review data quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: AIP/IRI Action Type: Program Evaluation	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All teachers have been trained to use the TLI program. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lyn McDade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Students will participate in the following strategies to heighten and improve future test scores. 1) Students may participate in practice ACT tests, such as PLAN and EXPLORE and the CPEP program. 2) The counselor will administer the PSAT test to all 10th and 11th grade students who want to qualify for the National Merit scholarship. 3) All students will participate in TLI interim testing. 4) Counselor will inform students of online practice tests for ACT, SAT, etc. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative assessments include informal classroom observations and curriculum review and summative assessment such as standardized test scores - Benchmark and Stanford Achievement Test. At the end of the 2012-2013 school year, the evidence of the intervention's	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

impact on student achievement had not been totally collected. The 2012-2013 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Implement Curriculum Alignment and Mapping Program in the area of Literacy.

Scientific Based Research: Mills, Michael S. "Ensuring the Viability fo Curriculum Mapping in a School Improvement Plan". EDRS. University of Arkansas at Little Rock. 12p. 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Beyond Literacy teachers, other discipline subject teachers will align their curriculum with the common core literacy frameworks, to include 70% non-fiction material presented daily. Student improvement should be seen in style, content, sentence formation, vocabulary and sources of information. Bimonthly non-fiction publications are being implemented into the general education classrooms 7-12 grades. Action Type: Alignment	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will continue to work on curriculum mapping and common core frameworks, and teachers will collaborate at grade and building levels to align Literacy curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kristy Floyd, Christie Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative assessments which are informal teacher observations of the classroom, lesson plans, classroom walkthroughs, standardized test scores, curriculum review and writing rubrics and summative assessments which are Benchmark exams including end of course exams, Stanford Achievement Test, EXPLORE, PLAN, and ACT. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Program Evaluation	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Parent Involvement Program

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/> "Do parents know they matter? Engaging all parents in learning." Harris, Alma; Goodall, Janet. Educational Research; Sep 2008. Vol 50 Issue 3, p 277-289, 13p.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District funds will be used to provide the required two-hours of training for all teachers including the special education teacher and three-hours of training for administrators in parent involvement. Action Type: Professional Development	Ronnie Kissire	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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 process of their	Sharon Paredes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
The parent coordinator will collect data and surveys for program evaluation. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Parental Engagement Action Type: Program Evaluation	Sharon Paredes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The parent coordinator will select for purchase materials necessary to train and assist parents in helping improve reading skills. Action Type: Parental Engagement Action Type: Technology Inclusion	Sharon Paredes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>School Library</li> </ul>	ACTION BUDGET: \$
All parents will receive Informational Packets that include: a copy of Ouachita's Parent Involvement Plan, yearly school calendar, school handbook, free and reduced lunch forms, supply lists, volunteer surveys, calendar of Family Nights, e-mail addresses of teachers, form for parents to return with e-mail addresses, faculty prep times, parent/student/teacher agreements, study tips, classroom rules, school mission statement, emergency cards, student information sheets and information from the counselor. Action Type: Parental Engagement	Sharon Paredes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All parents will be invited to an Open House night which will be advertised in the local newspapers and on the radio station, and will be posted on the school website to engage in these activities as determined by Ouachita High School to help parents assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will designate two parent-teacher conferences each school year. Action Type: Collaboration Action Type: Parental Engagement	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The high school will create an advisory board such as a PTA/PTO organization to provide guidance for school improvement. Action Type: Collaboration Action Type: Parental Engagement	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Counselor will be available to meet with parents who have concerns about their children's social, academic and career needs according to the guidelines set up in the Ouachita High School handbook. Action Type: Parental Engagement	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will implement and train teachers and parents on the use of Edline. Parents and students will have access to Edline to view grades, assignments and teacher lesson plans, and will be able to contact teachers easily through the internet. Teachers are able to give instructional support and strategies for parents	Chandra Helms, Chelley Fendley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

to assist students at home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development				
The principal has designated one certified staff member to serve as a parent facilitator to help plan and coordinate parental engagement activities. The facilitator is paid a stipend for these duties. Action Type: Parental Engagement	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A parent involvement committee will plan and implement parent involvement seminars including awareness programs such as CAPS and smart core curriculum information, Open House, and two parent-teacher conferences per year offered through Ouachita High School, but not limited to those stated. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by parent surveys/comments, parent participation numbers, numbers of volunteers, and active participation in newly-formed Parent Advisory Group. A volunteer book located in the high school office will be available for registration. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Program Evaluation	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Tasseltime, a website for parents and students to help them with the process of developing the student's education and plans for post secondary education. Example: Tips for studying, links to other helpful websites, scholarship searches, college applications and other meaningful assistance.	Amy Fulmer, Sharon Paredes, Heath Lee, Rebecca Ivy, Sharon Burris, Anita White	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Develop the "Yes, I Can!" program for all students at Ouchita High School. Parents will be notified by administration of the program. Students effort will be monitored and assessed at the end of each nine-week grading period by an assembly recognizing the students who have accomplished their academic, discipline and Warrior spirit goals. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Ouachita High School will implement a comprehensive school health/wellness program.

1. 2010/2011 BMI (Body Mass Index)

68.8% of the sixteen 8th grade male students and 45.5% of the eleven 10th grade male students tested had a healthy weight or were underweight.

31.2% of the sixteen 8th grade male students and 54.5% of the eleven 10th grade male students tested were at risk for overweight or overweight.

Supporting

Data:

There were no female high school students assessed in this testing, so there is no information to measure increase or decrease of categories from the prior year. Also in the 2009 testing, the only males tested were sixth grade males, so there is no information to measure increase or decrease of categories from the prior year.

Overall, BMI classification results for Ouachita High School show:

- approximately 58.2% of all the male students and 70.5% of all the female students measured were in the Healthy or Underweight category, and
- approximately 18.7% of all the male students and 12.5% of all the female students measured were in the OWEIGHT category, and
- approximately 23.1% of all the male students and 17% of the female students measured were identified as OBESE.

#### 2011/2012 BMI (Body Mass Index)

73.7% of the nineteen 8th grade male students and 50% of the twenty-six 10th grade male students tested had a healthy weight or were underweight.

26.3% of the nineteen 8th grade male students and 50% of the twenty-six 10th grade male students tested were at risk for overweight or overweight.

58.3% of the twelve 8th grade female students and 66.7% of the eighteen 10th grade female students tested had a healthy weight or were underweight.

41.7% of the twelve 8th grade female students and 33.3% of the eighteen 10th grade female students tested were at risk for overweight or obese.

Overall, BMI classification results for Ouachita High School show:

- approximately 60% of all the male students and 63.3% of all the female students measured were in the Healthy or Underweight category, and
- approximately 15.6% of all the male students and 16.7% of all the female students measured were in the OWEIGHT category, and
- approximately 24.4% of all the male students and 20% of the female students measured were identified as OBESE.

This shows almost a 2% increase in male students who were in the Healthy or Underweight category, but there was over a 7% decrease of female students in the Healthy and Underweight category.

Report showed an over a 3% decrease of male students who were in the overweight category and about a 4% increase of female students in the overweight category.

The results of the obese category showed a 1% increase of male students and 3% increase of female students.

#### 2. 2012/2013 BMI (Body Mass Index)

47.1% of the seventeen 8th grade male students tested had a healthy weight or were underweight.

52.9% of the seventeen 8th grade male students were at risk for overweight or overweight.

The 10th grade male students BMI classifications were not available because either they were not reported or restricted due to the small amount of students. 40% of the twenty 8th grade female students tested had a healthy weight or were underweight.

60% of the twenty 8th grade female students tested were at risk for overweight or obese.

The 10th grade female students BMI classifications were not available because either they were not reported or restricted due to the small amount of students. Overall, BMI classification results for Ouachita High School show:

- approximately 58.8% of all the male students and 54% of all the female students measured were in the Healthy or Underweight category, and
- approximately 14.4% of all the male students and 15% of all the female students measured were in the OWEIGHT category, and
- approximately 26.8% of all the male students and 31% of the female students measured were identified as OBESE.

This shows almost a 5.8% decrease in male students who were in the Healthy or Underweight category, and a 16.5% decrease of female students in the Healthy and Underweight category.

Report showed an over a 1.5% decrease of male students who were in the overweight category and about a .2% decrease of female students in the overweight category.

The results of the obese category showed a 7.3% increase of male students and 16.7% increase of female students.

#### 3. School Health Index (SHI)

81% - 100% = "Fully in Place" at Ouachita High School. Health Education - 97.8

Physical Education Programs - 100%

Family and Community Involvement - 100%

School Health Services - 100%

School Counseling, Psychological and Social Services - 100%

Strengths - All nutrition services except one are fully in place.

Weaknesses - No degree or certification for Food Service Manager.

Goal	All students will improve their general health by increasing their knowledge of appropriate nutritional guidelines .
Benchmark	There will be a 50% increase in consumption of school-offered meals by the end of the 2013-2014 school year.

Intervention: To promote lifelong eating habits by increasing consumption of school-offered meals, as measured by the school's computer system.
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Scientific Based Research: "Food and nutrient intakes of primary school children: a comparison of school meals and packed lunches" Rees, G.A.; Richards, C.J.; Gregory, J. Journal of Human Nutrition & Dietetics; Oct 2008, Vol. 21. Issue 5, P420-427, 8p.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A science class focusing on nutrition will be built into the master schedule. All 7th and 8th grade students will participate in a health curriculum where they learn the value of eating properly. Two classes that is offered by the Family & Consumer Department for 10th-12th grades are Nutrition and Wellness and Foods & Nutrition. Professional development has been provided for applicable content area teachers. Action Type: Professional Development Action Type: Wellness	Christon Belt & Sharon Burris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
A cafeteria worker will bring breakfast to the pavilion each morning in an effort to make breakfast more accessible to students. Action Type: Wellness	Carol Catlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Nutritious, well-balanced meals will be offered to students during each school day. Action Type: Equity Action Type: Wellness	Carol Catlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
School Nurse will compile and desegregate BMI data from the 2013-2014 school year and report to school staff. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Program Evaluation Action Type: Wellness	Deborah Kilcrease	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve their knowledge of and participation in physical activity.

Benchmark By the end of the 2013-2014 school year, students will understand and participate in physical activity by an increase of 70%.

Intervention: To promote a healthy lifestyle by becoming more physically active as measured by their weekly minutes of physical activity.				
Scientific Based Research: "Successful Grassroots Health and Wellness Programs: Exploring Common Traits." American Council for Fitness and Nutrition (ACFN). 2006. Act 1220 Body Mass Index				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A health class focusing on physical activity will be built into the master schedule. Action Type: Alignment Action Type: Wellness	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	ACTION BUDGET: \$
All 7th and 8th grade students will participate in no less than the state mandated amount of physical activity. Professional development has been provided for applicable content area teachers. Action Type: Professional Development Action Type: Wellness	Clayton Ray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will maintain or show a healthy improvement in Body Mass Index.

Benchmark Percentage of students who are classified overweight or at risk for being overweight will continue to decrease.

Intervention: To improve Body Mass Index by becoming more physically active as measured by their weekly minutes of physical activity.				
Scientific Based Research: <a href="http://www.achi.net/datadivision">http://www.achi.net/datadivision</a> <a href="http://www.cdc.gov/HealthyYouth/ImprovingChildrensAcademicPerformanceHealthandQualityofLife">http://www.cdc.gov/HealthyYouth/ImprovingChildrensAcademicPerformanceHealthandQualityofLife</a> : A Top Policy Commitment in Response to Children's Obesity and Health.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A science class focusing on nutrition will be built into the master schedule. All 7th and 8th grade students will participate in a science course where they learn the value of eating properly. Action Type: Wellness	David Thigpen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Nutritious, well-balanced meals will be offered to students during each school day. Action Type: Wellness	Carol Catlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
A cafeteria worker will bring breakfast to the pavilion each morning in an effort to make breakfast more accessible to students. Action Type: Wellness	Carol Catlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
All 7th and 8th grade students will participate in no less than the state required amount of physical activity. At the end of the 2012-2013 school year, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented. Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Clayton Ray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will be aware of the dangers of drug, alcohol and tobacco use.

Benchmark Using data from a Youth Risk Behavior Survey, Ouachita students will show a 25% decrease in the number of drug, alcohol and tobacco users.

Intervention: To increase awareness of the dangers of drug, alcohol and tobacco use for all students.				
Scientific Based Research: Safe and Drug Free Schools Curriculum Research: U.S. Department of Education. <a href="http://www.ed.gov/offices/dese/sdfs">http://www.ed.gov/offices/dese/sdfs</a> , 2004. "How Smaller Schools Prevent School Violence." Kolansky, M. Educational Leadership, February 2002 Arkansas Prevention Needs Assessment Student Survey. Arkansas Department of Human Services, Division of Behavioral Sciences, Office of Alcohol and Drug Abuse Prevention, January 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students in grades 8th, 10th, and 12th will participate in a Youth Risk Behavior Survey. 2012-2013 survey results will be compared with 2013-2014 survey results to show progress. Action Type: Wellness	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
All students will participate in Red Ribbon Week activities in the month of October. Activities will include guest speakers and wearing red ribbons or bracelets with a slogan to promote drug free living. Other activities will be planned to promote drug education, character education, and life skills. Appropriate professional development has been provided. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

All 7th and 8th grade students will be taught drug education through their science curriculum. Units of study will include medicines and drugs and how they affect the human body, tobacco and the toxic substances in tobacco, alcohol and the harmful effects of alcohol on the body as well as the dangers facing teenagers that use alcohol. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness	Christon Belt	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
At least once per year, speaker(s) will be invited to speak on drug and alcohol abuse. A follow-up of questions and a possible essay contest will promote awareness in each class. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Wellness	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parent Advisory Committee will be formed and will meet periodically to discuss the effectiveness of awareness program, and will brainstorm ideas for future school activities to promote drug, alcohol and tobacco awareness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>School Library</li> </ul>	ACTION BUDGET: \$
The number of disciplinary notices on drug, alcohol and tobacco offenses will be analyzed annually to see if there is a decrease in use. At the end of the 2012-2013 school term, the evidence of the intervention's impact on student achievement had not been totally collected. The 2013-2014 school year will be used as a base line. Protocols for evaluating and adjusting the program will be implemented Action Type: Program Evaluation	Amy Fulmer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Hand	Art Teacher	Writing Committee
Classroom Teacher	Anita White	Vocational - Business Teacher	Writing Committee
Classroom Teacher	Blue Kesterson	Athletic Director, Coach, P.E.	Wellness Committee
Classroom Teacher	Christie Lewis	Writing Committee Chairman, English & Oral Communications Teacher	Writing Committee
Classroom Teacher	Christon Belt	Science/East Lab	Writing Committee
Classroom Teacher	Clayton Ray	Coach, P.E., Science, & Social Studies Teacher, Coach	Wellness Committee
Classroom Teacher	Heath Lee	Vocational - Agriculture Teacher	Mathematics Committee
Classroom Teacher	Jeff Burris	History-Social Studies Teacher	Reading Committee
Classroom Teacher	Kevin Belt	Science Teacher	Mathematics Committee
Classroom Teacher	Kristy Floyd	Reading Committee Chairman, English & Journalism Teacher	Reading Committee
Classroom Teacher	Martha May	ACSIP Co-Chairman, Special Education Teacher	ACSIP Co-Chairman, School Success Strategies Committee
Classroom Teacher	Rebecca Ivy	Math Teacher	Mathematics Committee
Classroom Teacher	Rena Poirier	Special Education Teacher	Writing Committee
Classroom Teacher	Robert Byler	Music Teacher	Reading Committee
Classroom Teacher	Sharon Burris	Vocational - Family & Consumer Science and Science Teacher	Writing Committee
Classroom Teacher	Sharon Paredes	Math Committee Chairman, Math Teacher	Mathematics Committee



Community Representative	Matt Williams	Businessman-Owner Ouachita Nursery	Mathematics Committee
Community Representative	Reuben Keisler	Admissions Counselor, Ouachita Technical College	Mathematics Committee
District-Level Professional	Carol Catlett	Food Service Director	Wellness Committee
District-Level Professional	Chelley Fendley	Technology Coordinator	Mathematics Committee
District-Level Professional	Lyn McDade	High School Assistant Principal, Dean of Students	Math/Literacy
Non-Classroom Professional Staff	Albert Talbert	Custodian	Wellness Committee
Non-Classroom Professional Staff	Amy Fulmer	Co-Chairman ACSIP, Counselor	ACSIP Co-Chairman, School Success Strategies Committee
Non-Classroom Professional Staff	Cathy	Counselor Aide	Reading Committee
Non-Classroom Professional Staff	Chandra Helms	Media Specialist	Reading Committee
Non-Classroom Professional Staff	Deborah Kilcrease	Nurse	Wellness Committee
Non-Classroom Professional Staff	Glo Ledbetter	High School Secretary	Writing Committee
Non-Classroom Professional Staff	Jenna Jordan	Distance Learning Aide	Wellness Committee
Non-Classroom Professional Staff	Leanne Thomason	Distance Learning Aide	Reading Committee
Non-Classroom Professional Staff	Maryetta Beals	Sp Ed Aide	Reading Committee
Non-Classroom Professional Staff	Sara Parish	ISS Aide	Writing Committee
Non-Classroom Professional Staff	Tonya Ray	Media Aide	Reading Committee
Parent	Chad Ledbetter	Paramedic, Police Officer	Wellness Committee
Parent	Laura Burnett	Homemaker	Mathematics Committee
Parent	Lisa Morin	Homemaker	Reading Committee
Parent	Mandy Ledbetter	Coordinator for Women's Center	Writing Committee
Principal	Dr. David Thigpen	High School Principal	Literacy/Math