

ARKANSAS ARTS ACADEMY
Arkansas Comprehensive School Improvement Plan
REVIEW COPY ONLY
2014-2015

Arkansas Arts Academy is the ultimate K-12 choice for excellence in arts and academics. Aspire. Achieve. Advance.

Grade Span:

Title I: Not Applicable

School Improvement:

Contents

1 Priority 1: Literacy **1**

1.1 Goal: The Administration will increase support to teachers in order to increase student learning and reading stamina. All students in 9-12 will improve in reading comprehension and in written expression as measured by the PARCC assessments, ACT scores, Iowa Test of Educational Development scores, and NWEA assessments. Particular attention will be paid to Literary and Content Reading Passages and Mechanics and Sentence Structure. 1

2 Priority 2: Math **18**

2.1 Goal: The Administration will increase support to teachers in order to increase retention of computational competence across grades. Data indicates that the current 4th and 7th Grade classes represent high needs classes in geometric thinking/problem solving. The curriculum will seek to increase retention of fundamental mathematical numbers and operational thinking for the purpose of problem solving in algebraic and geometrical manipulations. The curriculum will seek to increase the systematic evaluation of problems and spatial awareness through arts integration habits of creative problem-solving, persistence, self-critique and applying principles of art and elements of design. 18

3 Priority 3: Health and Wellness **26**

3.1 Goal: To enable intellectual and emotional health through physical health practices. 26

4 Priority 4: Safe and Drug-Free Schools **30**

4.1 Goal: Students will be able to demonstrate a better understanding of the components of a safe and drug-free lifestyle. 30

5 Priority 5: The improvement of Arkansas Arts Academy High School Graduation rate. **32**

5.1 Goal: Our school administration, school counselor and school registrar will better understand how graduation rates rates are calculated on the ESEA Accountability Report. 32

A School Improvement Planning Team **34**

1 **Priority 1:** All students will improve in foundational reading skills with an emphasis on close reading as it relates to comprehension. Students will acquire spelling and writing strategies and will improve in the use and the application of these strategies within the writing process. On the 2014-15 ITBS/ITED, 89.22% of the combined population in grades 3-8 will score proficient or advanced and 89.16% of the combined population in grades 3-8 will meet growth trajectory goals. 81.9% of TAGG students in grades 3-8 will score proficient or advanced on the 2013-14 Augmented Benchmark Exam. 81.25% of TAGG students in grades 3-8 will meet Literacy growth trajectory goals on the 2013-14 Augmented Benchmark Exam. Students taking the 11th Grade Literacy Examination will meet the 2014 AMO of 79.73% Proficiency for all students and 62.55% Proficient for the TAGG Group.

1.1 **Goal:** The Administration will increase support to teachers in order to increase student learning and reading stamina. All students in 9-12 will improve in reading comprehension and in written expression as measured by the PARCC assessments, ACT scores, Iowa Test of Educational Development scores, and NWEA assessments. Particular attention will be paid to Literary and Content Reading Passages and Mechanics and Sentence Structure.

Benchmark: 2014-2015:

Students in grades 3-8 will improve assessment performance by 2%.

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>				
<p>Scientific Based Research Common Core State Standards accessed from www.arkansasideas.com/common_core. Kucer, S. Dimensions of literacy: A conceptual base for teaching reading and writing in school settings (2nd ed.). Mahwah, NJ, Lawrence Erlbaum, 2005. Applebee, A., Langer, J., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. American Educational Research Journal, 40, 685730. Bean, R. The reading specialist: Leadership for the classroom, school, and community. New York: Guilford Press, 2003. Calhoun, E. Using data to assess your reading program. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. Fisher, D., Frey, N., & Williams, D. (2002, November). Seven literacy strategies that work. Educational Leadership, 60(3), 7073. Allington, R. L. What really matters for struggling readers: Designing research-based programs. New York: Longman. 2001. Ivey, Gay & Fisher, Douglas. Creating Literacy-Rich Schools for Adolescents. ASCD, 2006. Enhancing Professional Practice: A Framework for Teaching: 2nd Edition, Danielson, Charlotte, ASCD, 2007.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Curricular gaps and redundancies will be identified and corrected using the Common Core State Standards. Action Type: Alignment	Renee/Barb Padgett/Paul	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Computers District Staff Teachers	ACTION BUDGET:

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Curriculum Coordinators will identify project and unit based alignment of Common Core and state frameworks to increase the efficacy of curriculum design in collaboration with grade level teachers. All classes, including Special Education and fine arts classes, will be aligned for greater efficiency and increased effectiveness.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff Performance Assessments Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Grade level teaching staff in grades 3-8, Algebra I, Geometry, Biology, and 11th grade Literacy will disaggregate test data and will examine student performance to assess program effectiveness. Adjustments to curriculum and instruction will take place at the recommendation of grade level staff. Teachers will receive Professional Development regarding how to interpret assessment data from quarterly formative CRT/NRT/NWEA assessments.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Renee Deshommes/Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff Performance Assessments Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Classroom teachers in grades 1-8 will develop an Academic Improvement Plan (AIP) for each student scoring below Proficient in literacy on the Spring 2014 Benchmark assessment and the IOWA exam. These AIPs will include standards based supplemental strategies that will be carried out by highly qualified teachers. AIPs are flexible and can be modified at any time. Teachers will present AIPs to parents during the fall Parent/Teacher conference.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement</p>	Renee Deshommes/Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>								
Actions	Person Responsible	Timeline	Resources	Source of Funds				
<p>PROFESSIONAL DEVELOPMENT funds will be used to train K-12 teachers in research-based best practices instructional strategies. This includes, but is not limited to, \$20808 for travel, registration fees, and expenses to local and state conferences that increase teacher efficacy in classroom practice or administrator/teacher understanding of assessments. Administrators and the Professional Development Committee will evaluate the effectiveness of the professional development offerings at bi-annual meetings based on observation and exit surveys completed by faculty. PD funds will be administered by the CEO, Mary Ley, in order to achieve district-wide goals.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Mary Ley	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	<p>PD (State-223)</p> <table border="0"> <tr> <td>Purchased Services:</td> <td style="text-align: right;">\$20,808.00</td> </tr> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$20,808.00</td> </tr> </table>	Purchased Services:	\$20,808.00	ACTION BUDGET:	\$20,808.00
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ACTION BUDGET:	\$20,808.00							
<p>The high school comprehensive instructional design program will include, but not be limited to, coordinated instructional sequencing, guided and independent practice, the use of technology, and a component that includes time for uninterrupted reading.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Rebecca Brittain/Anne Wenzel	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	<p>_____</p> <p>ACTION BUDGET:</p>				
<p>Computer based programs for students in K-12 such as Study Island, NWEA MAP formative assessments, STAR, DIBELS, and MClass Math will be used to determine proficiency levels in literacy and math, and will be used to determine instructional strategies to be employed.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Barb Padgett /Renee Deshombrere	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	<p>_____</p> <p>ACTION BUDGET:</p>				

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TITLE I funds will be used to provide material and service assistance to students identified as homeless. Jeremy Derkovitz, school counselor and the Homeless Liasion designee, will discharge the program funds district-wide. Based on the number of identified homeless students in comparison to our Title I allocation we are allocating 16.8% (\$15,000) of TITLE I funds (\$89,218) to meet the needs of our homeless population. Our school has 36% Free/Reduced lunch population with some students moving in and out of emergency or transitional shelters or sharing housing with other persons due economic hardship.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jeremy Derkovitz	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	<p>Title I</p> <p>Materials & Supplies: \$15,000.27</p> <hr/> <p>ACTION BUDGET: \$15,000.27</p>
<p>There will be a bi-annual review of all language arts formative and summative assessments at the High School. The data from this review will be used to evaluate the Literacy interventions for ACSIP, curriculum and instructional practices. Adjustments to the instructional program will be based on data-driven decisions derived from the review.</p> <p>Action Type: Collaboration</p>	Barb Padgett	Start: 07/01/2014 End: 06/30/2015	Performance Assessments Teachers	<hr/> <p>ACTION BUDGET:</p>
<p>TITLE IIA funds will be used to purchase professional development training services in, but not limited to, Common Core integration, arts integration to support literacy across the curriculum, Next Generation Science inclusion, and classroom technology inclusion.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Renee/Barb Padgett/Paul Stew	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	<hr/> <p>ACTION BUDGET:</p>

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PEER REVIEW: Each year, faculty members are assigned to an ACSIP priority committee that reviews ACSIP progress throughout the year. Building principals make and/or supervise the revisions and submit the plan to the District Superintendent for approval and he then submits the plan to the state. After acceptance by the state, the plan is made available to the ACSIP committees who continue to meet periodically throughout the year to implement the plan and note needed revisions for the following year.</p>	Mary Ley/Renee Deshombres	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>The K-8 Curriculum and Instruction (Literacy) Committee will meet monthly throughout the year to review alignment of curriculum and instruction as related to the Common Core State Standards. Teachers in grades K-8 will meet in horizontal and vertical team meetings to plan for the implementation for the Common Core State Standards as needed throughout the year. Professional Learning Committees were established during 2012-2013 and will be continued during 2014-2015 to discuss vertical and horizontal planning and execution. PLCs and alignment teams will be further supported by the addition of two Curriculum Coordinator positions (Paul Stewart/Aaron Jones) to lead alignment, Common Core integration and improvement, and arts integration instructional strategies efforts.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Teachers in grades K-12 will disaggregate test data to examine student performance and to assess program effectiveness in order to make appropriate adjustments to curriculum and instruction.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Renee Deshombres/Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET:</p>

<p>Intervention In K-8, instruction will align with Common Core State Standards and will include effective research-based instructional practices. All 9-12 Language Arts and journalism classes will be aligned with the Common Core State Standards for each subject. These courses will also be aligned with math and literacy priorities to provide additional reinforcements in the areas where students are assessed by State Literacy Standards, Advanced Placement Examinations and ACT tests. TESS training and application will enhance teacher performance and accountability through monitoring and reflective practice.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students in grades K-4 will have a 90 minute instructional block each day. Students in grades 5-8 will have a block schedule that stresses more instructional time focused on literacy.</p> <p>Action Type: Alignment</p>	Classroom teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Teachers	_____
<p>Early intervention strategies in K-4 using Title IA funds will reduce learning gaps. Grades K-8 will transition from Pull-Out remediation strategies to Push-in remediation strategies in order to improve at-risk student performance in the classroom setting.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	Renee Deshommes/Inger Kent/Shelly Swilley	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Computers Teachers	_____
<p>TAGG students in grades 1-8 who scored Basic or Below Basic on the 2014 Benchmark and ITBS/ITED in Literacy and Reading will be provided intervention lessons and/or small group instruction during school and after school using results from DIBELS, Star Reading, and MAP formative assessments administered three times during the school year. TAGG students will be expected to score Proficient or above in Literacy on the 2015 ITBS/ITED exams. Pull-out instruction will be reduced in favor of Push-in strategies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Inger Kent/Shelly Swilley/Classroom Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	Computers District Staff Teachers Teaching Aids	_____
<p>NSLA funds will be used to fund a Instructional Facilitator position (Inger Kent) to implement test coordination, to disaggregate of data, and to collaborate with the Title I specialist in targeted RTI programs.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Renee Deshommes/ Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff District Staff Teachers	_____
			Total Budget	\$35,808.27

<p>Intervention The Arkansas Arts Academy Elementary/Middle School will emphasize close reading strategies based on the implementation of the Common Core State Standards. Strategies will include monitoring comprehension, using graphic and semantic organizers, generating and answering questions, recognizing story structure, summarizing, making use of prior knowledge, and using mental imagery. A campus-wide literacy plan, based on the Common Core State Standards will be created and implemented at the High School. Literary skills such as comprehension, vocabulary, spelling/word study, and writing will be addressed within the plan. The plan will be such that the skills may be taught across the curriculum and will include assessment design, remediation objectives and staff development goals.</p>				
<p>Scientific Based Research National Reading Panel Report, Teaching Children to Read, (2000); Harvey, Stephanie and Goudvis, Anne, Strategies That Work, Stenhouse (2000). Kucer, S. Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings (2nd ed.). Mahwah, NJ, Lawrence Erlbaum, 2005. Fisher, D., Frey, N & Williams, D. (2002). Seven Literacy Strategies That Work. Educational Leadership, 60(3), 70-73.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Each teacher in grades K-8 will utilize Common Core State Standards and the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes, incorporating whole group and small group instruction. Teacher created pacing guides will be used to guide curriculum alignment also.</p> <p>Action Type: Alignment</p>	Classroom Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	<hr/> ACTION BUDGET:
<p>The K-8 program will utilize the Developmental Reading Assessment (DRA), DIBELS, and Oral Reading Fluency (ORF). These will be administered to all students K-6 to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using the DRA, DIBELS, and ORF tasks twice a month until the K-6 student reaches expected levels of performance. The Augmented Benchmark Exam will be the outcome assessment for reading in grades 3-8. The ITBS will be the outcome assessment for reading comprehension in grades 1-2.</p> <p>Action Type: Alignment</p>	Inger Kent/Shelly Swilley/Classroom Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Computers Outside Consultants Performance Assessments Teachers	<hr/> ACTION BUDGET:

<p>Intervention The Arkansas Arts Academy Elementary/Middle School will emphasize close reading strategies based on the implementation of the Common Core State Standards. Strategies will include monitoring comprehension, using graphic and semantic organizers, generating and answering questions, recognizing story structure, summarizing, making use of prior knowledge, and using mental imagery. A campus-wide literacy plan, based on the Common Core State Standards will be created and implemented at the High School. Literary skills such as comprehension, vocabulary, spelling/word study, and writing will be addressed within the plan. The plan will be such that the skills may be taught across the curriculum and will include assessment design, remediation objectives and staff development goals.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Classroom teachers in grades 2-12 will develop an AIP for each student scoring below Proficient in literacy on the Spring 2013 Benchmark Exam. These AIPs will be developed after analyzing students' strengths and deficiencies. The AIPs will include standards based supplemental strategies that will be carried out by a highly qualified teacher. Timelines are included in the AIP. The AIPs will be flexible and can be modified at any time. Teachers will present the AIPs to parents during a parent/teacher conference. Any modifications to the AIP can be made as necessary.</p> <p>Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>2nd grade classroom teachers will implement an Intensive Reading Intervention Plan (IRI) for students who possess a substantial deficiency in reading. A substantial deficit in reading for kindergarten students will be determined if a student is delayed in both written and oral communication on the Qualls Early Learning Inventory. Students in second grade who score below basic on the previous year's administration of the norm referenced test will be determined to have a substantial deficiency in reading. Students who have an IRI will be assessed by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS Next and DRA will be administered accordingly to determine a child's reading progress and appropriate interventions will be made. Interventions will be aligned with scientifically based research and will be systematic and explicit. The interventions will be coherently provided by a highly qualified teacher.</p> <p>Action Type: Technology Inclusion</p>	<p>Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>Intervention The Arkansas Arts Academy Elementary/Middle School will emphasize close reading strategies based on the implementation of the Common Core State Standards. Strategies will include monitoring comprehension, using graphic and semantic organizers, generating and answering questions, recognizing story structure, summarizing, making use of prior knowledge, and using mental imagery. A campus-wide literacy plan, based on the Common Core State Standards will be created and implemented at the High School. Literary skills such as comprehension, vocabulary, spelling/word study, and writing will be addressed within the plan. The plan will be such that the skills may be taught across the curriculum and will include assessment design, remediation objectives and staff development goals.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>NSLA funds will be used to purchase the NWEA Measures of Academic Progress (MAP) formative assessment program to be used for assessment of students in grades K-11 in the areas of Literacy and Math (\$9,500). This will provide an ongoing computer based individualized learning path for all students. This is our second year of implementing Study Island (\$4,476 subscription). After one year we observed significant increases in the percentage of students scoring Proficient/Advanced in 3-5 Math, Geometry, 4-5 Literacy and Literacy III. Teachers are using the data obtained from the three formative assessment administrations to identify student needs. The Instructional Facilitator assists teachers with this data to develop differentiated learning plans for students who are not performing at grade level. \$27,251 has been reserved for professional development in teacher excellence and PARCC assessments. NSLA funds per regulation 6.07.31.</p> <p>Action Type: Technology Inclusion</p>	Rene Deshommes/Inger Kent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers District Staff Performance Assessments Teachers</p>	<p>NSLA (State-281) Purchased Services: \$41,227.00 ACTION BUDGET: \$41,227.00</p>
<p>Teachers and administrators at the High School will attend seminars, conferences and workshops in order to gain skills and knowledge in the improvement of instruction and knowledge of best practices. Participation in the AIMMs program will assist all Advanced Placement teachers. AP Teachers will share information learned with other faculty members for curriculum improvement through vertical alignment toward a rigorous and relevant pathway to AP success. Administrators and the Professional Development Committee will evaluate the effectiveness of the attended professional development along with the subsequent in-district trainings offered.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Mary Ley/ Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: _____</p>

<p>Intervention The Arkansas Arts Academy Elementary/Middle School will emphasize close reading strategies based on the implementation of the Common Core State Standards. Strategies will include monitoring comprehension, using graphic and semantic organizers, generating and answering questions, recognizing story structure, summarizing, making use of prior knowledge, and using mental imagery. A campus-wide literacy plan, based on the Common Core State Standards will be created and implemented at the High School. Literary skills such as comprehension, vocabulary, spelling/word study, and writing will be addressed within the plan. The plan will be such that the skills may be taught across the curriculum and will include assessment design, remediation objectives and staff development goals.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The comprehensive instructional design at the High School will include, but not be limited to, coordinated instructional sequencing, guided and independent practice, the use of technology, and a component that includes time for silent sustained reading (SSR). All teachers will monitor student participation in the school reading program (i.e. all students will carry personal reading material at all times).	Barb Padgett	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
Progress toward mastery of Literacy, Language Arts and Reading competencies will be measured at the High School by teacher observations, performance-based skills assessments using the comprehensive assessment data obtained through the Northwest Evaluation Association (NWEA). NWEA MAP computerized reports will provide data which will 1) establish a student's precise instruction level in language arts 2) allow teachers to analyze individual student data in order to focus on areas of academic growth 3) compare our students to other students taking similar language arts assessments 4) track academic growth over a school year. Students who scored Below Basic on the 2013 11th Grade Literacy Examination will re-engage the 11th Grade English curriculum. The curriculum will be adjusted to increase depth and coverage of framework topics that tested at below 80% school-wide, seeking to increase mastery for all students. Remedial students will be retested using released items from previous years until mastery can be quantifiably demonstrated. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Barb Padgett	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	ACTION BUDGET:
All students will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, followed by guided and independent practice.	Classroom teachers/Inger	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
			Total Budget	\$41,227.00

Intervention The Arkansas Arts Academy will utilize a comprehensive literacy approach to word study/spelling in grades 1-8 as applied to writing as related to the Common Core State Standards.				
Scientific Based Research National Reading Panel Report, Teaching Children to Read (2000); Ganske, Kathy, Word Journeys, the Guilford Press, (2000)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will participate in daily explicit and systematic word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Ongoing classroom assessment (formative and summative) will be utilized to determine student progress. Teachers will implement Step Up To Writing to introduce writing skills in grades 1-8 Student progress will be measured and monitored by performance in daily classroom work and computer based Literacy programs such as Study Island. Student success will be measured by a significant improvement in student writing and spelling as measured by DIBELS, Study Island and NWEA MAP assessments. Action Type: Program Evaluation	Renee Deshombres/Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	Performance Assessments Teachers	ACTION BUDGET:
Students in grades K-4 will receive small group instruction based on their developmental level along the word study/spelling continuum as noted in Word Journeys (2000). Action Type: Alignment	Patricia Burns	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention The Arkansas Arts Academy will use the Comprehensive Literacy Approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing as it relates to the Common Core State Standards.</p>				
<p>Scientific Based Research SREB Literacy Across the Curriculum (Southern Regional Education Board: High Schools That Work)(2001); Fletcher, Ralph, Portalupi, JoAnn, Writing Workshop: The Essential Guide, Heinemann, (2001); Scaffolding Young Writers (2001)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Writing instruction is to be aligned with the K-12 ELA Common Core. CCSS Anchor Standards will be implemented across the curriculum to reinforce student learning and increase rigor in all classes. Action Type: Alignment</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	ACTION BUDGET:
<p>All students will participate in writing instruction. This includes teacher explanation and modeling of writing skills, followed by guided practice and independent practice. Action Type: Alignment</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	ACTION BUDGET:
<p>AAA expects all students to be proficient in writing. There will be an increase in the number of students meeting or exceeding proficiency in writing on the PARCC Assessment. With the additional Literacy strategies of Step Up To Writing, Study Island, 6 +1, and NWEA MAP assessment software, we anticipate improving the percent of students scoring Proficient in grades 3-8. Action Type: Alignment Action Type: Technology Inclusion</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Computers Teachers	ACTION BUDGET:
<p>The Curriculum and Instruction Committee will meet monthly to examine current instructional practices and to develop an ongoing method of consistent monitoring and measurement of Literacy instructional practices. Action Type: Alignment Action Type: Collaboration</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Performance Assessments Teachers	ACTION BUDGET:
<p>Progress toward mastery of Literacy, Language Arts and Reading competencies at the K-8 and high school will be measured by teacher observations, performance-based assessments using and Study Island and NWEA MAP assessment software, teacher generated or publisher generated assessments, and mock PARCC assessments based on released test items. Action Type: Alignment Action Type: Collaboration</p>	Paul Stewart/Aaron Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Computers District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention The Arkansas Arts Academy will use the Comprehensive Literacy Approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing as it relates to the Common Core State Standards.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Throughout the year, the Curriculum Coordinators will work with teachers to define the most effective iPad apps for improving literacy comprehension and reading stamina. Action Type: Technology Inclusion	Paul Stewart/Aaron Jones	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Computers Teachers	ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Using the guidelines of Act 307, We will create a program for PARENTAL INVOLVEMENT that will foster collaboration between school and home. Administrators and teachers will identify and integrate resources from both parents, students and the community to strengthen school programs and to keep stakeholders informed in matters that are related to student achievement and instruction.</p>				
<p>Scientific Based Research Deslandes and Bertrand. "Motivation of Parental Involvement in Secondary Level Schooling," JOURNAL OF EDUCATIONAL RESEARCH, Vol. 98(No. 3), January/February 2005."Engaging Parents in Education: Lesssons From Five Parental Information and Resource Center," Washington, D.C., U.S. Department of Education, Office of Innovation and Improvement, 2007.Cotton and Wikelund. "Parent Involvement in Education," Northwest Regional Education Laboratory, School Improvement Series, May, 1989.Arkansas Department of Education: ACSIP Website, Parent Information and Resource Center, Parental Involvement"What Research Says About Parental Involvement in Education in Relation to Academic Achievement." Michigan Department of Education, 2001.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Parent-Teacher Guild at the High School and Parent Teacher Organization at the Elementary/Middle School will continue to provide on-going leadership for our campus. One of the major goals of the parent-teacher guild is to encourage parental involvement in the everyday life of the school. Action Type: Parental Engagement</p>	Barb Padgett/Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Teachers	ACTION BUDGET:
<p>Administrators, teachers and staff will continue to design and implement effective forms of school-to-home communications. These forms of communication will include, but not be limited to, telephone calls, newsletters, emails, eSchool, and the school website. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Barb Padgett/Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Computers Teachers	ACTION BUDGET:
<p>Administrators will involve parents in school decision-making processes by including parents on school committees and by providing networks to link all families with parent representatives as well as school board members. Action Type: Collaboration Action Type: Parental Engagement</p>	Barb Padgett/Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Teachers	ACTION BUDGET:

<p>Intervention Using the guidelines of Act 307, We will create a program for PARENTAL INVOLVEMENT that will foster collaboration between school and home. Administrators and teachers will identify and integrate resources from both parents, students and the community to strengthen school programs and to keep stakeholders informed in matters that are related to student achievement and instruction.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An Open House for Parents and Students will be held at the beginning of each school year to introduce parents and students to faculty and staff and to allow them to familiarize themselves with the layout of the school. Each semester and additional times as requested, High School Parent-Teacher-Student conferences will be held to keep parents informed of student progress. Elementary and Middle School Parent-Teacher Conferences are held during the first and third nine weeks. Data will be collected during each P/T conference to determine levels of parental participation. In addition, the K-8 campus will conduct periodic parent meetings to gather insight of the perceptions of the school and our programs.</p> <p>Action Type: Parental Engagement</p>	Barb Padgett/Renee Deshommes	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	ACTION BUDGET:
<p>In the Student Handbook, the school will define a process for resolving parental concerns so that an effective line of communication is open between parents, teachers, administrators and students.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Mary Ley	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	ACTION BUDGET:
<p>Parent-Resource Centers will be located in the library or in the counselor's office to provide parents with books, materials and other resources to assist them in their efforts to work more effectively with their students at home.</p> <p>Action Type: Parental Engagement</p>	Renee Deshommes/Barb Padgett/Ann Wiggins	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	ACTION BUDGET:
<p>PARENTAL INVOLVEMENT: Parent volunteers will be trained by the Library Media Specialists to assist with library activities, cataloging, and material processing.</p>	Mary Kate Wimberly/Ann Wiggins	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
<p>PARENTAL INVOLVEMENT: Parents will receive training from the kindergarten teachers and elementary principal on how to appropriately assist with evaluation of incoming kindergarten students.</p>	Renee Deshommes	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:

<p>Intervention Using the guidelines of Act 307, We will create a program for PARENTAL INVOLVEMENT that will foster collaboration between school and home. Administrators and teachers will identify and integrate resources from both parents, students and the community to strengthen school programs and to keep stakeholders informed in matters that are related to student achievement and instruction.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Elementary/Middle School will provide a School/Parent/Student Compact to outline the responsibilities of all parties involved in the educational process for each student receiving Title 1 assistance.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title 1 Target Assistance</p>	Inger Kent/Shelly Swilley	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET:
<p>The K-12 school counselors will schedule parent involvement meetings to address issues that affect participation in all programs and school activities. Additionally, the counselors will schedule workshops for parents and staff on behavior, academic, and social development issues.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Amanda Shover/Jeremy Derkovitz	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET:
<p>The Administration will maintain a website that will contain current information related to full participation in all activities. The PTO (Parent Teacher Organization) will also maintain a separate website to provide PTO related information.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	James Wood	Start: 07/01/2014 End: 06/30/2015	Computers District Staff Teachers	_____ ACTION BUDGET:
<p>A volunteer resource book will be maintained by the central office to track the number of volunteers and activities performed on both school campuses.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Christy Collins/Stephanie Gutierrez	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET:
<p>Parent-Student meetings will be held to assist in the transition of students from grade 8 to high school.</p> <p>Action Type: Parental Engagement</p>	Jeremy Derkovitz/Barb Padden	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	_____ ACTION BUDGET:

<p>Intervention Using the guidelines of Act 307, We will create a program for PARENTAL INVOLVEMENT that will foster collaboration between school and home. Administrators and teachers will identify and integrate resources from both parents, students and the community to strengthen school programs and to keep stakeholders informed in matters that are related to student achievement and instruction.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ELL funds will be used to provide Professional Development training (Purchase Services) and to purchase supplies/materials as needed for students being served K-12 who are identified as ELL students. Funds will be used to pay for workshop fees and travel expenses through the Northwest Arkansas Educational Service Cooperative and Arkansas Department of Education state sponsored English Language state conferences. Funds will be used to purchase software/apps for iPads in use for content delivery.</p> <p>Action Type: Professional Development</p>	Shelly Swilley/Inger Kent	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	<hr/> <p>ACTION BUDGET:</p>
<p>NSLA funds will be used to renew the Study Island computer program for students in grades K-12. This program will personalize student self-guided instruction as identified by the NWEA MAP assessments administered three times to each student during the school year. Students can access Study Island lessons during their regular computer class, after school during tutoring, and at home.</p>	Renee Deshommes/Barb Padgett	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers Teachers</p>	<hr/> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

2 **Priority 2:** 80.06% of the combined population of students in grades 3-8 will score proficient or advanced in mathematics. 80% of students in grades 1 and 2 will score proficient or advanced in mathematics. Students in grades 9-12 will exceed 93.81% Proficient in Math.

2.1 **Goal:** The Administration will increase support to teachers in order to increase retention of computational competence across grades. Data indicates that the current 4th and 7th Grade classes represent high needs classes in geometric thinking/problem solving. The curriculum will seek to increase retention of fundamental mathematical numbers and operational thinking for the purpose of problem solving in algebraic and geometrical manipulations. The curriculum will seek to increase the systematic evaluation of problems and spatial awareness through arts integration habits of creative problem-solving, persistence, self-critique and applying principles of art and elements of design.

Benchmark: The Curriculum Coordinator will help teachers learn to incorporate PARCC-type assessment questions throughout the curriculum to facilitate analytic and synthetic thinking. Consistent practice through the year should help ameliorate the expected drop due the shift in metrics.

Intervention Implementation of the Common Core State Standards				
Scientific Based Research				
Common Core State Standards Initiative: Arkansas Common Core. (2011) Accessed from: http://ideas.aetn.org/commoncore				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Curriculum and Instruction committee will meet monthly throughout the school year to review alignment of curriculum and instruction. The committee will refer to the Common Core State Standards as a basis for review. Results of the quarterly formative assessments, classroom instruction, instructional software such as Study Island will be used to assist in determining student progress. Teachers will analyze each student’s math performance and determine what instructional strategies have not been effective and what strategies need to be implemented for student improvement. The goal is for a higher percentage of students scoring Proficient in the quarterly math assessments, especially in Geometric/Spatial Thinking. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Paul Stewart/Aaron Jones	Classroom 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET:
Staff in grades K-12 will receive training in data disaggregation and analysis using 2012-2013 CRT/NRT and EOC math results. Action Type: Collaboration Action Type: Professional Development	Renee Deshommes/Barb Padgett	Staffing 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:

Intervention Implementation of the Common Core State Standards				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers of TITLE I targeted students will meet in grade level teams periodically to review instructional alignment efforts relative to the student progress as determined by teacher generated formative assessments. Action Type: Collaboration	Shelly Swilley/Inger Kent/Classroom	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants Title Teachers	ACTION BUDGET:
AAA will schedule a Math Parent Night. The event will showcase math instructional techniques in grades K-8. It will also give parents information about the implementation of the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Renee Deshommes/Paul Stew	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Arkansas Arts Academy will utilize a variety assessments and computer programs/apps to aid students in identifying math deficiencies and for remediation during the school day and after school tutoring.</p>				
<p>Scientific Based Research CLASSROOM ASSESSMENT AND GRADING THAT WORKS. Alexandria: Association for Curriculum and Supervision, 2006. Carpenter, et al. CLASSROOM INSTRUCTION THAT WORKS: RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT. Alexandria: Association for Curriculum and Supervision, 2001. Artzt ad Thomas. NORTHWEST EVALUATION ASSOCIATION (NWEA)-MEASURES OF ACADEMIC PROGRESS. Pyramid Communications. 1977. Lake Oswego, OR</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will have access to software in the computer lab and on classroom computers to provide additional math support. Students will be able to develop baseline levels of performance as well as identify areas in need of improvement.</p> <p>Action Type: Technology Inclusion</p>	James Wood/Classroom Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers District Staff Title Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Technology-based interventions will be made for students in grades 2-12 who either score below the 50th percentile and/or score below Proficient on End of Course exams, Augmented Benchmark Exam, or ITBS. Students will receive assistance from math teachers who are familiar with individual proficiency scores and their corresponding strengths and weaknesses. Parents will be consulted and partnered in the process. Progress toward satisfactory gain will be measured by multiple assessments including Study Island, NWEA and released test Benchmark items.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Barb Padgett/Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers Performance Assessments Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Teachers will receive professional development on the use and implementation of iPads in the classroom as a source of remediation and reinforcement of classroom instruction.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Renee Deshommes/ Barb Padgett/Aaron Jacobs	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Outside Consultants Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

<p>Intervention Math teachers will differentiate instruction through the creation of small groups, using research based instructional strategies, and utilizing parent involvement to increase mathematics achievement.</p>				
<p>Scientific Based Research Shirvani, Hosin. "Examining an Assessment Strategy of High School Mathematics Achievement: Daily Quizzes vs. Weekly Tests." AMERICAN SECONDARY EDUCATION 38(1), Fall 2009, pp. 34-45. Bergin and Bergin. "Attachment in the Classroom." EDUCATIONAL PSYCHOLOGY REVIEW (2009): 21: pp. 141-171. Ramdass and Zimmerman. "Developing Self-Regulation Skills: The Important Role of Homework." JOURNAL OF ADVANCED ACADEMICS 22(2) Winter 2011, pp. 194-218. Marzano, Pickering, Pollack. CLASSROOM INSTRUCTION THAT WORKS: RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT. Alexandria: Association for Curriculum and Supervision, 2001. Artzt and Thomas: BECOMING A REFLECTIVE MATHEMATICS TEACHER: A GUIDE FOR OBSERVATIONS AND SELF-ASSESSMENT. New York: Queens College, 2002. Wormeli, Rick. DIFFERENTIATED ASSESSMENT AND GRADING. Petersborough: Staff Development for Educators, 2006. Marzano, Robert. CLASSROOM ASSESSMENT AND GRADING THAT WORKS. Alexandria: Association for Curriculum and Supervision, 2006. Carpenter, et al, editors. HIGHLY EFFECTIVE QUESTIONING: DEVELOPING THE SEVEN STEPS OF CRITICAL THINKING. Phoenix: G. Ivan Hannel. McTighe, J. and Wiggins, G. Understanding by Design, ASCD, Alexandria, VA, p. 160, (1998).</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Classroom teachers in grades 2-11 will develop an Academic Improvement Plan (AIP) for each student scoring below proficient in math on the Spring 2013 Benchmark exam or the ITBS exam. These AIPs will be developed after analyzing student strength and deficiencies. The AIPs will include standards based supplementary strategies that will be delivered by highly qualified teachers. AIPs are flexible and can be modified at any time. Teachers will present the AIPs to parents during the fall Parent/Teacher conferences.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	Shelly Swilley/Inger Kent	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Teachers	ACTION BUDGET:
<p>Teachers in grades 9-12 will use multiple instructional resources and strategies in Algebra I, Algebra II, and Geometry. Results from quarterly formative assessments, teacher observations, and Spring 2014 End of Course exams will assess the effectiveness of the math program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	David Myrick	<p>Start: 07/01/2014 End: 06/30/2015</p>	Administrative Staff Teachers	ACTION BUDGET:

Intervention Math teachers will differentiate instruction through the creation of small groups, using research based instructional strategies, and utilizing parent involvement to increase mathematics achievement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers in grades K-11 will be using NWEA MAP formative assessments to measure student progress toward mastery of the standards. This assessment will be a part of the formative assessment process and will occur quarterly. Results from these assessments will be reviewed by building principals, the K-8 instructional facilitator, the curriculum coordinators, and classroom teachers as a basis for small group placement and monitoring student progress in small groups.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Inger Kent/Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	Teachers	ACTION BUDGET:
<p>Using the item analysis from the state PARCC Assessments, ITED, NWEA Assessments and ACT scores, mathematics teachers and the administration will review instructional strategies, curriculum design, and will utilize the data to improve individual student achievement.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Barb Padgett/Inger Kent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Performance Assessments Teachers</p>	ACTION BUDGET:
<p>PARENTAL INVOLVEMENT: Mathematics achievement data will be shared with parents/guardians on a regular basis through parent-teacher conferences, daily updates on eSchool, teacher communication with parents by phone,email and student planner. Individual exam results will be distributed and explained to parents. A summary of test results will be presented during the Annual Public Meeting for stakeholders.</p> <p>Action Type: Parental Engagement</p>	Barb Padgett /Renee Deshommes	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Teachers/Administrative Staff Teachers</p>	ACTION BUDGET:

Intervention Math teachers will differentiate instruction through the creation of small groups, using research based instructional strategies, and utilizing parent involvement to increase mathematics achievement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
For students who are found to be at-risk in mathematic competencies by scoring Basic or Below Basic on state EOC exams, the Augmented Benchmark Exam, or the ITBS exam, intervention will occur on several levels. Students will receive extra assistance from their math teachers who are familiar with each student’s test scores and categorical deficiencies. Students in grades 5-8 will be double blocked (scheduled) in Math for additional Math instruction. 2-8 students will receive after school tutoring and High school students may receive tutoring from their teachers before and after school as needed. Students who scored Basic or Below Basic on the Algebra I or the Geometry EOC exams will take an additional class in the respective subject area. In addition, math teachers will work with students on the Khan Academy (khanacademy.org)website to practice and gather data on remediation. Parents will be able to view reports and will be consulted throughout the remediation process. Action Evaluation: Progress toward mastery of mathematics competencies will be measured by teacher observations, regular teacher-made or publisher-made assessments, performance based skill assessments using Khan Academy, benchmarks based on released test items and NWEA MAP Assessments.	Barb Padgett/Renee Deshommes	Start: 07/01/2014 End: 06/30/2015	Classroom Teachers	ACTION BUDGET:
PARENTAL INVOLVEMENT: The Student Handbook will be available to all parents as it will be posted online on the website. As requested by parents,the high school will distribute the Student Handbook to parents as well as posting the handbook on the school’s website. These packets will be grade level specific information, graduation plans and SMART CORE explanations. Packets will also contain material to encourage student-parent interaction at home and will give parents ideas on how to help their child succeed in an academic setting. Action Type: Parental Engagement	Barb Padgett/James Wood	Start: 07/01/2014 End: 06/30/2015	District Staff Teachers	ACTION BUDGET:

Intervention Math teachers will differentiate instruction through the creation of small groups, using research based instructional strategies, and utilizing parent involvement to increase mathematics achievement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>K-8 math students who score Basic, Below Basic on the 2013 Benchmark exam will be placed in a Title 1 program based on AIP information to support and strengthen each individual's mathematical skills.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance</p>	Shelly Swilley	Start: 07/01/2014 End: 06/30/2015	Title Teachers	_____ ACTION BUDGET:
<p>K-8 Math TAGG students who score Basic, Below Basic on the 2013 Benchmark assessment will receive Tier 2 Math interventions.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance</p>	Shelly Swilley/Inger Kent	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET:
<p>PARENTAL INVOLVEMENT: Administrators and staff will continue to design effective forms of school-to-home communication involving school programs and student programs. These forms of communication will include telephone calls, newsletters, school website, and eSchool.</p> <p>Action Type: Parental Engagement</p>	Barb Padgett/Renee Deshommes	Start: 07/01/2014 End: 06/30/2015	Teachers	_____ ACTION BUDGET:
<p>PARENTAL INVOLVEMENT: Administrators will include parents in school decisions by including parents on school committees and by providing networks to link all families with parent representatives.</p> <p>Action Type: Parental Engagement</p>	Barb Padgett/Renee Deshommes	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	_____ ACTION BUDGET:
<p>TITLE I funds will be used to provide Professional Development training to 5-12 regular classroom teachers to assist them in developing differentiation of learning skills in math. Our area of greater concern for this school year is in math skill development. Funds will be used to send teachers to math training at the Northwest Arkansas Educational Service Cooperative to receive training in CGI and ECM training.</p> <p>Action Type: Professional Development</p>	Renee Deshommes/Barb Padgett/Inger Kent	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Use Cognitively Guided Instruction and/or Extending Children’s Mathematics and open-ended questioning techniques to provide students with opportunities to demonstrate their understand of real-world problem solving.				
Scientific Based Research Empson, Susan B. and Levi, Linda (2011). Extending Children’s Mathematics, Fraction and Decimals. Portsmouth, New Hampshire: Heineman.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in grades K-8 will participate in professional development in the use of Cognitively Guided Instruction (CGI) and Extending Mathematics and constructivist teaching techniques. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:
Teachers in grades K-8 will have weekly or bi-weekly meetings to review instructional practices and instructional alignment efforts related to the Common Core State Standards. Action Type: Alignment Action Type: Collaboration	Paul Stewart/Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET:
			Total Budget	\$0.00

3 **Priority 3:** Students and staff at Arkansas Arts Academy will participate in activities that will improve their nutrition and encourage physical fitness.

3.1 **Goal:** To enable intellectual and emotional health through physical health practices.

Benchmark: There will a decrease of 5% as reported by the BMI report in the percentage of students reported as overweight.

Intervention Physical fitness will be encouraged through regularly scheduled physical education classes and students will be tested at regular intervals to assess improvement.				
Scientific Based Research Moving Into the Future: National Standards for Physical Education (2nd ed.)Reston, VA. Fitnessgram 8 (2008), Cooper Institute. "Schools Seek Health Changes." Curriculum/Technology Quarterly, Winter 2004, Volume 14, Number 2. U.S. Department of Health and Human Services: "Your Guide to Lowering Your Cholesterol with TLC - Therapeutic Lifestyle Changes. NIH Publication No. 06-5235, December 2005. Fahey, T. Insel, M. & Roth, W. Fit & Well: Core Concepts and Labs in Physical Education and Wellness. McGraw Hill, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use information contained in the Fitnessgram to address fitness activities and measure improvement in grades 5-8. Action Type: Wellness	Scott Nida/James Green	Start: 07/01/2014 End: 06/30/2015	Teachers	_____ ACTION BUDGET:
Teachers is grades K-8 will meet or exceed state standards in implementing physical education activities. Action Type: Alignment Action Type: Wellness	Scott Nida/James Green	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET:
Students in K-4 will participate in a 30 minute recess period daily under teacher supervision/participation. Action Type: Wellness	James Green/Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	District Staff Teachers	_____ ACTION BUDGET:
The high school will provide a healthy school environment by monitoring factors that may interfere with stakeholders' access to health information and pertinent resources. Action Type: Collaboration Action Type: Wellness	Barb Padgett	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET:
Students in grades K-8 will participate in a Spring 2015 Fun and Field Day. This will be a day of physical activities designed to promote physical fitness and individual and team sport participation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Scott Nida/James Green	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____ ACTION BUDGET:

Intervention Physical fitness will be encouraged through regularly scheduled physical education classes and students will be tested at regular intervals to assess improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PE Teachers and local community bicycle organizations will develop a bike trail on the grounds of the K-8 complex. A bicycle program will be incorporated into the PE curriculum, and bicycles for grades 3-8 will be purchased through grant funding. Students will learn bike safety and lifetime fitness skills.	Mary Ley/James Green	Start: 03/01/2015 End: 06/30/2015		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Arkansas Arts Academy will encourage healthy lifestyle choices and evaluate students per state recommendations.				
Scientific Based Research				
<p>Varias,J. "Schools Seek Health Changes." Curriculum/Technology Quarterly, Winter 2004, Volume 14, Number 2. U.S. Department of Health and Human Services: "Your Guide to Lowering Your Cholesterol with TLC - Therapeutic Lifestyle Changes. NIH Publication No. 06-5235, December 2005. Fahey,T. Insel, M. & Roth, W. Fit & Well: Core Concepts and Labs in Physical Education and Wellness. McGraw Hill, 2007. Mayo Clinic Staff. "Teen Sleep: Why is Your Teen so Tired." http://www.mayoclinic.com/health/teens-health/CC00019.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will be encouraged to stay well hydrated and choose healthy snacks for school. Teachers will encourage parents to send water for each child. This communication will be made through eSchool, Tuesday Folder communication and a letter from the principal.</p> <p>Action Type: Wellness</p>	Renee Deshombres/ Barb Padgett	Start: 07/01/2014 End: 06/30/2015	District Staff Teachers	_____
<p>Parents of students in grades K-8 are encouraged to pack a healthy lunch for those who do not eat a school prepared meal. A section of the student handbook provides parents with a website address regarding the proper elements of a healthy and nutritious school lunch.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Classroom Teachers/Renee Deshombres	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____
<p>The school nurses will conduct all state required health testing per 2014-2015 guidelines. Referrals will be made and follow-up noted as required.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Brenda Ortega/ Michelle Burk	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____
<p>The high school staff will support students in making healthy foods choices both on campus and outside the school community. Healthy choices is part of the health curriculum that all students must take.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Barb Padgett/ Darlene Gregory	Start: 07/01/2014 End: 06/30/2015	District Staff	_____
<p>The school cafeterias will support the wellness priority by following Child Nutrition Guidelines with regard to offering healthy food choices. Student entrees will be nutritionally sound: two fruits, two vegetables and food containing whole grains will be offered daily.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Darlene Gregory	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff	_____

Intervention Arkansas Arts Academy will encourage healthy lifestyle choices and evaluate students per state recommendations.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and staff will observe all state guidelines and standards for nutrition with regard to non-nutritional snacks on campus during the school year. Action Type: Wellness	Renee Deshombres/Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	ACTION BUDGET:
High School students will complete one semester of Health Education with a Highly Qualified Teacher. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Barb Padgett/Jeremy Derkovitz	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	ACTION BUDGET:
All qualifying students will have the opportunity to receive an eye exam and eye glasses at no cost through the Brandon Burlesworth Foundation "Eyes of a Champion" program. Parents will submit a completed application to the school counselor. Teachers may refer the students/families to the counselor for assistance. Action Type: Parental Engagement Action Type: Wellness	Jeremy Derkovitz/Amanda Shurt	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	ACTION BUDGET:
			Total Budget	\$0.00

4 **Priority 4:** Students will have guidance in developing skills and habits that will lead to a safe and drug-free lifestyle.

4.1 **Goal:** Students will be able to demonstrate a better understanding of the components of a safe and drug-free lifestyle.

Benchmark: Establish and record benchmark data for discipline referrals related to drugs or alcohol.

Intervention Students will be exposed to instruction and materials that will promote a safe and drug-free lifestyle through regularly scheduled classroom visits from the school counselor.				
Scientific Based Research Scientific Based Research: Tobler, Nancy S., and Stratton, Howard H., Effectiveness of School-Based Drug Prevention Programs, The Journal of Primary Prevention, Vol. 18, Number 1, September 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will recognize Red Ribbon Drug Awareness Week. Students in grades K-8 will participate in various activities designed to raise awareness regarding a drug free lifestyle. Activities may include community speakers, classroom speakers, parent information/education, theme days, and integrated curricular activities. Action Type: Collaboration	Jeremy Derkovitz/Amanda Shover	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Community Leaders District Staff Outside Consultants Teachers	_____ ACTION BUDGET:
An electronic Visitor Check-In system called KeepNTrack. This program will provide instant notification to office staff in the event a person who is on any national sexual offender database attempts to sign in to the school to receive a visitor's badge. Action Type: Technology Inclusion	Christy Collins/Stephanie Gutierrez	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff	_____ ACTION BUDGET:
The school counselor will coordinate class discussions in grades K-4 on safe and drug free lifestyles, recognizing feelings and emotions, bullying, facing your fears, importance of homework, stranger identification, and self esteem. Special speakers will address issues related to youth. Action Type: Collaboration	Amanda Shover	Start: 07/01/2014 End: 06/30/2015	District Staff Teachers	_____ ACTION BUDGET:
School counselors will provide a series of PROFESSIONAL DEVELOPMENT workshops to all school employees regarding how to identify bullying and how to report it. This is also communicated to students and parents in the Student Handbook. Action Type: Parental Engagement Action Type: Wellness	Jeremy Derkovitz/Amanda Shover	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____ ACTION BUDGET:

Intervention Students will be exposed to instruction and materials that will promote a safe and drug-free lifestyle through regularly scheduled classroom visits from the school counselor.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENTAL INVOLVEMENT: Fathers and male guardians of students at the K-8 campus will be trained by the counselor on how to assist teachers in the classroom and provide general guidance to students through the WATCH DOG Dad program.	Jeremy Derkovitz/Amanda Sh	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
Arkansas Arts Academy will use components from the following programs to develop a comprehensive process to provide students with instruction and information on a safe and drug-free lifestyle. The Bully-Free Classroom and Second Step: Violence Prevention Curriculum implemented. Action Type: Collaboration Action Type: Equity	Jeremy Derkovitz/Amanda Sh	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	ACTION BUDGET:
Arkansas Arts Academy installed an electronic security system on the Elementary/Middle School campus utilizing electronically locking doors, cameras, and a buzzer where all visitors must be granted permission before entering any building. The High School has had this security system since 2007. This project was paid for through the district's operating fund. Action Type: Technology Inclusion	Renee Deshommes/ Barb Pad	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:
			Total Budget	\$0.00

5 **Priority 5:** The Graduation Rate for Arkansas Arts Academy High School as established in the 2013 Arkansas School ESEA Accountability Report was 87.5%. Thus, BCSA High School has been labeled as a "Needs Improvement School." Our AMO for the 2013-2014 school year is a 100% Graduation Rate.

5.1 **Goal:** Our school administration, school counselor and school registrar will better understand how graduation rates rates are calculated on the ESEA Accountability Report.

Benchmark: Our school administrator and counselor will attend professional development through Normes, the ADE and the Northwest Arkansas Educational Cooperative in order to learn best practices for the retention for students and the appropriate use of data and Normes reports for statistical analysis.

Benchmark: Our school administrator and school registrar will attend professional development provided by the ADE and APSCN in order to better understand and utilize the proper leave codes for students who withdraw from Arkansas Arts Academy High School.

Intervention Administration and staff will initiate a system to track students beginning in ninth grade and culminating in graduation. Students who leave our school after their ninth grade year will continue to be monitored.				
Scientific Based Research "Why Do Students Drop Out of School?" Council for Exceptional Children: www.civicerprises.net . National Dropout Prevention Center and Network, Clemson, South Carolina: http://www.dropoutprevention.org .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Exit interviews will be conducted for all students who withdraw from our High School and are willing to provide exit interview information. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Barbara Padgett/Jeremy Derkov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
Professional development will be provided for teachers and staff on the six predictive factors for students who drop out of high school. These factors include: lack of credits to proceed to the next grade level; poor academic performance; moves during high school; high school absenteeism; misbehavior; failure to connect with an adult at school who cares about his/her welfare. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Barbara Padgett/Jeremy Derkov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:

Intervention Administration and staff will initiate a system to track students beginning in ninth grade and culminating in graduation. Students who leave our school after their ninth grade year will continue to be monitored.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will become familiar with and will be able to articulate the "Top Five Reasons to Stay in School" as set forth by the National Dropout Prevention Center including: High school dropouts are more likely to be unemployed than high school graduates; dropouts are more likely to receive public assistance; graduation from high school will determine life patterns for 50 years; and dropouts comprise a disproportionate percentage of the nations prisons - 82%. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Barbara Padgett/Jeremy Derko	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Alax Fall	HS Math Teacher	Math Committee
Classroom Teacher	Anaiya Daniels	Grade 4	RTI
Classroom Teacher	Barb Lamp	Grade 2	Curriculum & Instruction/Literacy
Classroom Teacher	Bethani Ussery	Grade 3	Curriculum & Instruction/Literacy
Classroom Teacher	Carla Pevehouse	Grade 2	RTI/Safe and Drug Free
Classroom Teacher	Claudia Katigbac	MS Choir	Arts
Classroom Teacher	Daniel Greenhalgh	Spanish	Technology Math
Classroom Teacher	David Myrick	Math	Math
Classroom Teacher	Eddie Smith	EAST Project Director	Technology, Leadership
Classroom Teacher	Jackie Hardin	Grade 4	Curriculum & Instruction/Literacy
Classroom Teacher	Jason Robbins	HS Math	Math
Classroom Teacher	Jeannine Smith	Middle School Science	Curriculum & Instruction/Literacy
Classroom Teacher	Jenny Pafford	Elem/MS SPED	RTI/Parental Involvement
Classroom Teacher	Jody James	Kindergarten	Curriculum & Instruction/Literacy
Classroom Teacher	Karen Armstrong	Grade 1	Curriculum & Instruction/Literacy
Classroom Teacher	Kimberly Cristarella	MS Math	RTI
Classroom Teacher	LaVona Cerna	Middle School Language Arts/Chairperson	RTI
Classroom Teacher	Lina Ballard	Grade 4	Parental Involvement
Classroom Teacher	Mary Kate Wimberly	Library	Parental Involvement
Classroom Teacher	Maury Reed	HS Theatre	Health and Wellness
Classroom Teacher	Melissa Curiel	MS Language Arts	Curriculum & Instruction/Literacy
Classroom Teacher	Michelle Steele	Grade 1	RTI
Classroom Teacher	Patti Stoltman	Vocal Teacher	Wellness Parent Advisory
Classroom Teacher	Rebecca Brittain	HS English	Literacy Committee
Classroom Teacher	Scott Nida	MS Careers/Health/PE Teacher	Curriculum & Instruction/Literacy
Classroom Teacher	Sheena Racher	MS Science	Parental Involvement
Classroom Teacher	Shelly Swilley	K-12 Title I and ELL Coordinator	RTI
Classroom Teacher	Susan Bailey	MS Math	Curriculum & Instruction/Literacy

Classification	Name	Position	Committee
Classroom Teacher	Tim Martens	HS Social Studies Teacher	Literacy
Classroom Teacher	Tina Wellesley	Kindergarten	RTI
Classroom Teacher	Tricia Burns	3rd Grade	RTI
District-Level Professional	Paul Stewart	Curriculum Coordinator	Curriculum & Instruction/Literacy
Non-Classroom Professional Staff	Amanda Shover	Counselor	Parental Involvement
Non-Classroom Professional Staff	Inger Kent	Instructional Facilitator	RTI
Non-Classroom Professional Staff	James Wood	Technology Coordinator	Technology
Non-Classroom Professional Staff	Jeremy Derkovitz	Counselor	Safe and Drug Free Schools
Non-Classroom Professional Staff	Katie Ortiz	K-12 Speech Therapist	Safe and Drug Free
Non-Classroom Professional Staff	Kim Fougerousse	SPED Director	RTI
Non-Classroom Professional Staff	Michelle Burk	Nurse	Health and Wellness
Non-Classroom Professional Staff	Stephanie Gutierrez	Administrative Assistant	Leadership Parent Advisory
Parent	Adrianna Rodriguez	PTO President	Parent Advisory
Principal	Barbara B. Padgett	High School Principal	Health/Wellness, Parent Involvement (Advisory), Curriculum Development