

## Comprehensive Progress Report

**Mission:**

**Vision:**

**Goals:**



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has a leadership team consisting of the superintendent and building level administrators There are also committees at the district level to address various areas of needs. The district has policies for Parent/Community Involvement and Health/Wellness. The district has a policy for each school to have a Parent/Community Involvement team. At the school level, School Leadership Teams meet to review ACSIP data, determine needs, and monitor plans. Also, subject area teachers meet twice a month to discuss concerns or issues related to curriculum, assessment, parental involvement, and technology.	Limited Development 09/05/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The Rose Bud School District will continue policies and practices for Parental/Community Involvement, Health/Wellness, and ACSIP.		<b>Danny Starkey</b>	<b>06/28/2019</b>
Action(s)	Created Date		0 of 3 (0%)		
1	9/5/15	The Rose Bud School District has developed a District Wellness Policy in collaboration with the district Nutrition and Physical Activity Committee. The policy has been approved by the district school board. The policy includes the five federal requirements: goals for nutrition education, physical activity and other school-based activities; nutrition guidelines; guidelines for reimbursable school meals; a plan for measuring implementation of the local wellness policy; and community involvement.		Bob Jackson	06/29/2019
<i>Notes:</i>					
2	9/10/16	The Rose Bud High School Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers in May each year. Results of evaluation will be shared with staff and modifications will be addressed per survey results.		Bob Jackson	06/29/2019
<i>Notes:</i>					

3	5/16/18	The Rose Bud High School parental involvement committee will evaluate the effectiveness of the activities by conducting pre and post needs assessments completed by students, parents, and community members. Results of evaluation will be shared with the school leadership team per survey results.		Corrina Strain	06/28/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	6/1/2016 The district has a policy to address District Wellness and Parental Involvement. Parental Involvement, Health and Wellness, and ACSIP meetings (School Leadership teams) have taken place during the school year. An agenda and sign in sheet have been used to document these.				
<b>Experience</b>	6/1/2016 Through collaboration with district administrators, teachers, parents, community representatives, and classified staff a review of data was conducted and updates were made in plans. The district's parental Involvement plan was submitted and accepted by the state department of education.				
<b>Sustainability</b>	6/1/2016 Yearly evaluation of data and determination of need is required for the various committees.				

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Agendas are prepared for staff professional development activities and staff meetings. The School Leadership team meets once a month to discuss, review, and monitor the school improvement plan. Every teacher is assigned to be members of PLC which are focused teams to address issues of curriculum, technology, parental involvement, and assessment.	Limited Development 09/05/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		By the end of the school year, all meetings will have prepared agendas; the agendas, minutes, and sign-in sheets will be turned in to the school principal.		<b>Danny Starkey</b>	<b>06/29/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/10/16	PLC teams will meet regularly to review student progress on areas of weakness identified on the Formative and Grade level Common Assessment and plan for remediation and enrichment steps. A copy of the meeting agenda and notes will be given to the principal.		Kristie Irwin	06/29/2019
<i>Notes:</i>					
2	9/10/16	Collaboration among teachers, special education department, administrators, and the ELL facilitator will be achieved through scheduled meetings that focus on the implementation of instructional strategies and techniques designed to meet the education needs of the diverse learning student population.		Danny Starkey	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	6/1/2016	100% of scheduled meetings with staff members have prepared agendas and sign in sheets. If a participant is absent, they are responsible for getting the material from their supervisor.			
<b>Experience</b>	6/1/2016	Focused meetings were held twice during the school year to make decisions about issues relating to technology, curriculum, assessment, and parental involvement. Eight staff meetings were held after school to inform staff of current issues and review crisis plan details.			
<b>Sustainability</b>	6/1/2016	Continue development of agendas for meetings.			

ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Once a semester the School Leadership Team meets to review components of the school improvement plans. The principal and department leads make up the School Leadership Team.	Limited Development 09/05/2015		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		By the end of the school year, 100% of the Leadership Team meetings will take place once a month for an half an hour each meeting.		<b>Danny Starkey</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/10/16	The Rose Bud High School faculty and staff will meet regularly during the school year to review components of the school's ACSIP plan. Members of the various committees related to school improvement will periodically review the tasks within the plan to insure successful implementation of instructional programs and services, as well as the purchase of corresponding technology equipment and materials/supplies that will supplement classroom instruction. The faculty and staff will participate in a comprehensive evaluation of the effectiveness of each component of the ACSIP plans at the close of the current school year. Data will be presented to district staff for consideration of continuation or cessation of programs in the following year. Opportunities for parent involvement during the development and evaluation of the ACSIP plans will also be encouraged throughout the current school year.		Jennifer Hipp	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	6/1/2016	Collaboration among faculty and staff is achieved via monthly staff meetings and during common planning time. The School Leadership team, Assessment team, Technology team, and Curriculum team met once during each semester of the 15-16 school year.			
<b>Experience</b>	6/1/2016	The School Leadership meet three times during the 15-16 school year to review portions of the ACSIP plan			
<b>Sustainability</b>	6/1/2016	Annually, data will need to continue being evaluated for effectiveness, consideration of continuation or cessation of programs being offered. During the school year, components will continue to be monitored.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Every certified staff is evaluated with an approved Teacher Excellence Support System rubric. Classroom observations are currently only discussed with individual teachers and used to identify professional development needs individually.	Limited Development 09/05/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Based on classroom observations, the School Leadership Team will identify one area of need in the area of professional development for the next school year.		<b>Danny Starkey</b>	<b>06/28/2019</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 1 (0%)</b>		
1	9/10/16	The principal, or his designee, will supply the School Leadership Team with classroom observation rubrics from classroom walk through data of certified staff. The names of staff will be removed. The Leadership Team will then review the notes and rubrics to identify one low area certified staff display. The Leadership Team will use their findings to suggest one area of professional development needed for the upcoming school year.		Danny Starkey	06/29/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<i>Evidence</i>		6/1/2016 Surveys are collected yearly to determine the effectiveness of the professional development provided during each school year and determine if changes are needed.			
<i>Experience</i>		6/1/2016 Employees completed a survey to determine the effectiveness of the professional development provided during the 2015-2016 school year. Respondents ranked opportunities as Poor, Fair, Average, and Excellent. The following results were obtained: Workshops at Wilbur D Mills- 0%,30%,56%, and 14%; Content Specific Workshops (obtained outside WDM)-0%, 0%, 56%, and 44%; Data Analysis 38%, 27%, 18%. and 17%; Formative Assessment 13% 8%, 58%, and 21%; Summative Assessment 14%, 16%, 54%, and 16%; Instructional Strategies 58%, 0%, 13%, 29%; Meeting Diverse Learners Needs ; Technology Resources 12%, 37%,39%, 12%.			

<b>Sustainability</b>		6/1/2016 The Leadership Team will make recommendation to building and district administration for professional development based on a variety of data sources.			
	<b>IF06</b>	<b>Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers complete a professional growth plan each year based on areas of weaknesses noted during observation or low areas in student performance on summative and formative assessments.	Limited Development 09/05/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		The Professional Development Plan will be based on results from the district needs assessment and classroom observations.		<b>Luke Lovins</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/10/16	Teachers will attend professional development activities provided on campus, by Wilbur Mills Service Cooperative, IDEA, or other approved vendors by ADE in topics relating mathematics, literacy, curriculum standards, Special Education topics, instructional "best practices", differentiated instruction, and utilizing formative assessments.		Danny Starkey	06/28/2019
<i>Notes:</i>					
<b>3</b>	9/10/16	Teachers will participate in professional development activities that focus on effective instructional practices, high yield strategies, effective lesson planning, inquiry based lesson design, and the use of formative/summative assessments to guide instruction. Professional Development (2223) funds will be allocated for registration and travel expenses.		Luke Lovins	06/28/2019

Notes:

Implementation:		06/01/2016		
<b>Evidence</b>	6/1/2016 Surveys are collected yearly to determine the effectiveness of the professional development provided during each school year and determine if changes are needed.			
<b>Experience</b>	6/1/2016 Employees completed a survey to determine the effectiveness of the professional development provided during the 2015-2016 school year. Respondents ranked opportunities as Poor, Fair, Average, and Excellent. The following results were obtained: Workshops at Wilbur D Mills- 0%,30%,56%, and 14%; Content Specific Workshops (obtained outside WDM)-0%, 0%, 56%, and 44%; Data Analysis 38%, 27%, 18%. and 17%; Formative Assessment 13% 8%, 58%, and 21%; Summative Assessment 14%, 16%, 54%, and 16%; Instructional Strategies 58%, 0%, 13%, 29%; Meeting Diverse Learners Needs ; Technology Resources 12%, 37%,39%, 12%.			
<b>Sustainability</b>	6/1/2016 The Leadership Team will make recommendation to building and district administration for professional development based on a variety of data source.			
<b>IF11</b>	<b>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The Rose Bud School District requires certified staff to obtain 60 hours of professional development hours each school year. 36 hours are provided the week before school starts. Teachers obtain the remaining hours of professional development through Wilbur D Mills, Arkansas IDEAS, or other approved providers. 18 hours are related the teacher's professional growth plan.	Limited Development 09/05/2015		
	Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	All teachers will obtain 60 hours of professional development required for renewal of their teaching license and to fulfill their contract. 24 hours are provided by the Rose Bud School on campus. Teacher are required to obtain 36 hours through on campus opportunities, Wilbur D Mills Coop, Arkansas IDEAS, or other approved providers by ADE. 18 hours of the required hours will be related to their professional growth plan.		<b>Danny Starkey</b>	<b>05/31/2019</b>
<b>Action(s)</b>	<b>Created Date</b>	<b>0 of 2 (0%)</b>		
1	Professional Development (2223) funds will be allocated to provide		Luke Lovins	05/31/2019



	9/10/16	teachers and administrators opportunities to participate in professional development activities that focus effective instructional practices, high yield strategies, effective lesson planning, inquiry based mathematics lesson design, and the use of formative/summative assessments to guide instruction. Professional development will include workshops, conferences provided by state and national agencies, training provided through the Wilbur Mills Education Service Cooperative, and other educational service providers. Professional development funds will be allocated for registration and travel-related expenses for faculty and staff that attend professional development events including the Professional Learning Communities (PLC) Summit.			
<i>Notes:</i>					
4	9/10/16	Teachers and paraprofessionals will participate in professional development activities pertaining to character education, anti-bullying, child maltreatment, teen suicide awareness/prevention, and drug/violence prevention following the cycle of required training set up by ADE rules.		Luke Lovins	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>					
		<b>Evidence</b>	6/1/2016		
			Surveys are collected yearly to determine the effectiveness of the professional development provided during each school year and determine if changes are needed.		
		<b>Experience</b>	6/1/2016		
			Employees completed a survey to determine the effectiveness of the professional development provided during the 2015-2016 school year. Respondents ranked opportunities as Poor, Fair, Average, and Excellent. The following results were obtained: Workshops at Wilbur D Mills- 0%,30%,56%, and 14%; Content Specific Workshops (obtained outside WDM)-0%, 0%, 56%, and 44%; Data Analysis 38%, 27%, 18%. and 17%; Formative Assessment 13%, 8%, 58%, and 21%; Summative Assessment 14%, 16%, 54%, and 16%; Instructional Strategies 58%, 0%, 13%, 29%; Meeting Diverse Learners Needs ; Technology Resources 12%, 37%,39%, 12%.		
		<b>Sustainability</b>	6/1/2016		
			The Leadership Team will make recommendation to building and district administration for professional development based on a variety of data sources.		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students of Rose Bud High School participate in an eight, 43 minutes, periods a day. Students have the opportunity to receive additional help through tutoring offered after lunch. Students are also able to participate in a variety of different academic, career, vocational, and technical opportunities . Preparation for the college entrance exam, ACT, is offered to students during the enrichment/remediation time period of the day and through courses during the year. Career and technical classes offer students the chance to participate in clubs and activities at the district, region, state, and national level.	Limited Development 09/05/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Identified weaknesses on formative assessment and classroom performance will indicate student growth by the end of the school year. Students entering college will not need remediation course prior to taking college level courses.		Corrina Strain	06/29/2019
Action(s)	Created Date		0 of 6 (0%)		
1	9/11/16	7-12th grade students will have equitable access to participation in an alternative learning program through the Crossroads Alternative Learning Center. Students meeting one or more of the qualification criteria will be presented to the district placement team. Upon acceptance into the Crossroads Alternative Learning Center, students and parents will work collaborative with the center's staff and faculty to assist student in meeting his/her academic goals. ALE funds will be allocated for the per pupil program and transportation costs.		Luke Lovins	05/31/2019
<i>Notes:</i>					
2	9/10/16	English Language Learners will attend tutoring sessions that will provide assistance to individual students in skills acquisition that align with interventions outline on AIP's in each content area in grades 7-12. These ELL trained personnel will use assessment strategies and measurement tools to monitor student progress. ELL funds will be allocated for the purchase of instructional materials and supplies.		Danny Starkey	05/31/2019
<i>Notes:</i>					

4	9/10/16	NSL funds will be allocated for the purchase of instructional materials and supplies to supplement instruction in content areas, including educational software, books for classroom libraries and as supplement text, mathematics manipulative, science materials and low-value equipment, teacher resource materials, and other instructional supplies designed to provide differentiated learning experiences, supplemental resources aligning to grade level concepts and skills, visual aides, computer-based instruction, and project-based learning activities.		Luke Lovins	06/29/2019
<i>Notes:</i>					
5	9/10/16	Rose Bud High School will offer a Reading Enrichment program to students in 7th and 8th grade. Title I funds will be allocated for the salary and benefits of a .5 FTE Class Size Reduction Reading teacher will be utilized to reduce the number of student in reading classes (Jennifer Hipp \$24,837.50 Salary/ \$5,380.09 Benefits/ \$30,217.59). Students in 7th and 8th grade will participate in the Accelerated Reading program.		Luke Lovins	05/31/2019
<i>Notes:</i>					
7	9/10/16	Students will have access to technology through a variety of avenues, including classroom, media center, resource room, and vocation programs. NSL funds will be used to purchase educational software (Apex \$3,895.00), Equipment < \$1,000, and Equipment >\$1,000.		Luke Lovins	05/31/2019
<i>Notes:</i>					
8	9/10/16	Students in grades 9-12 will be able to participate in preparing to take the college entrance exam, ACT. This is offered during enrichment time		Corrina Strain	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	6/1/2016 The materials purchased to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum were monitored via a survey to gather teacher feedback about the effectiveness and data on student growth from using the programs and services will be analyzed. Teacher survey results indicate they use purchased websites and programs 1-2 times a week, they would like to continue use of purchased programs, and use technology as much as possible. During the 15-16 school year, ACT Aspire Interim was given to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- English- 53% 7th, 52% 8th, 59% 9th, 63% 10th Reading- 61% 7th, 63% 8th, 51% 9th, 52% 10th Science- 50% 7th, 51% 8th, 46% 9th, 58% 10th, and Mathematics- 26% 7th, 37% 8th, 37% 9th, 39% 10th				

<p><b><i>Experience</i></b></p>	<p>6/1/2016  The materials purchased to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum were monitored via a survey to gather teacher feedback about the effectiveness and data on student growth from using the programs and services will be analyzed. Teacher survey results indicate they use purchased websites and programs 1-2 times a week, they would like to continue use of purchased programs, and use technology as much as possible. During the 15-16 school year, ACT Aspire Interim was given to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- English- 53% 7th, 52% 8th, 59% 9th, 63% 10th Reading- 61% 7th, 63% 8th, 51% 9th, 52% 10th Science- 50% 7th, 51% 8th, 46% 9th, 58% 10th, and Mathematics- 26% 7th, 37% 8th, 37% 9th, 39% 10th</p>			
<p><b><i>Sustainability</i></b></p>	<p>6/1/2016  Funds will need to continue to be allocated for supplemental computer-based reinforcement of skills, universal screeners to monitor student growth and progress, and intervention services.</p>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Rose Bud School District has 75 Certified Personnel and 58 Classified Personnel. Certified staff are highly qualified by having a degree, appropriate teaching license, and demonstrating content knowledge in subject area being taught. Classified staff working students are highly qualified by either having 60 hours of college or passing appropriate knowledge test.	Limited Development 09/05/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers and Administrators will receive yearly feedback about their performance through either summative evaluation or interim appraisal based on current law, rules, and regulations of the Teacher Excellence Support System.		Luke Lovins	06/28/2019
Action(s)	Created Date		0 of 3 (0%)		
1	9/10/16	Title 1 funds will be allocated for instructional paraprofessionals that will be hired to provide supplemental instruction to both individual students and small groups within the classroom. Paraprofessionals will work under the direction of a certified teacher and will assist in instructional preparation and delivery of grade level curriculum. All paraprofessionals that work with regular education students and special education students are highly qualified and have been trained by certified teachers in best practices for using tutors. Funds for employee salary and benefits include (.5 FTE) Hambrick (salary \$13,990.00/benefits \$4,914.96/ total \$18,904.96) and (1 FTE) R. Kaylor (salary \$17,565.00/benefits \$5,688.94/total \$23,253.94).		Luke Lovins	06/29/2019
<i>Notes:</i>					
2	9/10/16	A Rose Bud School District representative will attend career fairs to recruit highly qualified teachers in each of the content areas during the current school year.		Danny Starkey	06/29/2019
<i>Notes:</i>					
3	9/10/16	Beginning teachers are assigned "mentor buddies" to help them. The mentor and teacher will work together to learn how procedures are done at Rose Bud School District.		Danny Starkey	05/31/2019
<i>Notes:</i>					
<i>Implementation:</i>			06/01/2016		

<b>Evidence</b>	6/1/2016 Teachers and Administrators will receive yearly feedback about their performance through either summative evaluation or interim appraisal based on current law, rules, and regulations of the Teacher Excellence Support System. New educators are provided with mentors their first year of teaching			
<b>Experience</b>	6/1/2016 Teachers and Administrators will receive yearly feedback about their performance through either summative evaluation or interim appraisal based on current law, rules, and regulations of the Teacher Excellence Support System.			
<b>Sustainability</b>	6/1/2016 New educators are provided with mentors their first year of teaching.			

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Engage teachers in aligning instruction with standards and benchmarks</b>
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IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		During the summer, teachers meet to review and update their curriculum guides for the courses they teach. Common assessments are given each 9 weeks to ensure students are learning and progressing in skills and concepts.	Limited Development 09/05/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Students will progress through curriculum and have identified weaknesses addressed at the point in time they are needed.		<b>Corrina Strain</b>	<b>06/30/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	9/10/16	Title VI (State) funds will be allocated for the purchase of instructional materials and supplies to supplement classroom instruction.		Luke Lovins	05/31/2019

Notes:

2	9/10/16	Teachers will develop a comprehensive curriculum map for each grade level that is based upon Arkansas Instructional Frameworks. STAR Reading and Math formative assessment instruments will be used to monitor student progress of skill attainment and proficiency during the school year. Building faculty will attend professional development offered through STAR for topics relating to data analysis, resources to supplement instruction, and strategies for using assessments to monitor student progress. Title VI (Federal) Funds will be allocated for annual renewal of STAR Reading and Math assessments.		Luke Lovins	06/30/2019
<i>Notes:</i>					
3	9/10/16	Special education teachers will collaborate during the school year to review curriculum guides for each grade level, review IEP components, and identify instructional strategies to improve student achievement. Special education teachers will attend professional development activities offered on campus offered during the school year. IEP goals and objectives for mathematics will be aligned with the Core State Standards. Teachers in special education classrooms and in the regular classrooms will coordinate instruction for special education students.		Danny Starkey	06/30/2019
<i>Notes:</i>					
4	9/10/16	Teachers in grades 7th-12th will implement research-based "best practices" and instructional strategies that align with identified areas of weaknesses on the most recent state assessments. STAR Reading and Math remediation of skills and Khan Academy will be incorporated into formal classroom instruction. Student progress will be discussed and reviewed during PLC team meetings.		Danny Starkey	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	6/1/2016 A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students. This is reviewed yearly and changes are made as needed based on multiple areas of assessment.				
<b>Experience</b>	6/1/2016 Teachers reviewed their curriculum maps against state standards. To ensure alignment, these plans were turned in and reviewed by the District's Instructional Specialist.				

<b>Sustainability</b>	6/1/2016 Teachers and administrators will monitor the curriculum and make changes in it based on a variety of assessment results.			
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<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>			
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<b>Effective Practice:</b>	<b>Assess student learning frequently with standards-based assessments</b>			
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	<b>IID02</b>	<b>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>		This will be the first year in implementing the STAR reading and math assessment system. Students will be tested three times during the school year. Data from each testing session will be used to assess where students were with their skills and concept knowledge. Results will be able to indicate areas where students lack certain skills and teachers will then be able to address them in classroom and supplemental instruction. Students in grades 7-10 will also participate in the ACT Aspire periodic and classroom assessment.	Limited Development 09/05/2015		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	Administrations of formative assessments to measure skill attainment, student growth, and proficiency of grade level standards will take place 3 times each year.		<b>Corrina Strain</b>	<b>05/31/2019</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
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<b>1</b>	9/10/16	Building faculty will attend professional development offered through STAR assessment for topics relating to curriculum development, data analysis, formulation of interim assessments to monitor student progress. Teachers will evaluate the effectiveness of the STAR and ACT Aspire as an assessment instrument for measuring student progress and grade level skill attainment through participation in a Program Evaluation Survey.		Luke Lovins	05/31/2019
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*Notes:*

<b>2</b>	9/10/16	Teachers will review both formative (STAR Reading and Math assessment) and summative assessment (ACT Aspire/ACT) results to identify areas of concern and improvement. Title VI (federal) funds will be used to purchase the educational software STAR Reading and Math assessment program (\$6,792.45).		Jennifer Hipp	05/31/2019
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*Notes:*

<b>Implementation:</b>					
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<b>Evidence</b>	<p>6/1/2016</p> <p>Data from NWEA Spring 2016 assessment indicates students in all grade levels have increased the average RIT score for each grade in the area of Mathematics and Reading from the previous year; this indicates students are learning and performing at a higher level than the previous year. During the 15-16 school year, ACT Aspire Interim was given to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- English- 53%7th, 52% 8th, 59% 9th, 63% 10th Reading- 61%7th, 63% 8th, 51% 9th, 52% 10th Science- 50%7th, 51% 8th, 46% 9th, 58% 10th , and Mathematics- 26%7th, 37% 8th, 37% 9th, 39% 10th</p>			
<b>Experience</b>	<p>6/1/2016</p> <p>Data from NWEA Spring 2016 assessment indicates students in all grade levels have increased the average RIT score for each grade in the area of Mathematics and Reading from the previous year; this indicates students are learning and performing at a higher level than the previous year. During the 15-16 school year, ACT Aspire Interim was given to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- English- 53%7th, 52% 8th, 59% 9th, 63% 10th Reading- 61%7th, 63% 8th, 51% 9th, 52% 10th Science- 50%7th, 51% 8th, 46% 9th, 58% 10th , and Mathematics- 26%7th, 37% 8th, 37% 9th, 39% 10th</p>			
<b>Sustainability</b>	<p>6/1/2016</p> <p>Fund will need to be allocated for the use of formative and summative assessments.</p>			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers meet to review and update their curriculum guides and lesson plans for the courses they teach. Common assessments will be given each 9 weeks to ensure students are learning and progressing in skills and concepts.	Limited Development 09/05/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students.		Danny Starkey	06/28/2019
Action(s)	Created Date		0 of 2 (0%)		
1	9/10/16	Curriculum maps reflecting the instructional Standards will be constructed/utilized to develop consistency in instructional materials and a common vocabulary among all teachers. The maps and instructional strategies will be evaluated for effectiveness in vertical and horizontal alignment team meetings as recorded in written team meeting minutes on file in the Instructional Supervisor's office. The curriculum maps will help facilitate implementation of a well-articulated curriculum that aligns to the instructional standards and ACT Aspire, PSAT/NMQT and ACT assessments. Teachers will help develop lesson plans with content objectives and technology to align to the instructional standards. Special Education teachers will help develop individual education plans with Math and Literacy objectives aligned to the state instructional standards.		Danny Starkey	06/29/2019
Notes:					
2	9/10/16	STAR Reading and Math formative assessment instruments will be used to monitor student progress of skill attainment and proficiency during the school year. Building faculty will attend webinars and/or professional development offered through STAR for topics relating to data analysis, resources to supplement instruction, and strategies for using assessments to monitor student progress.		Jennifer Hipp	05/31/2019
Notes:					
Implementation:					

<b>Evidence</b>	6/1/2016 A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students. This is reviewed yearly and changes are made as needed based on multiple areas of assessment.			
<b>Experience</b>	6/1/2016 Teachers reviewed their curriculum maps against state standards. To ensure alignment, these plans were turned in and reviewed by the District's Instructional Specialist			
<b>Sustainability</b>	6/1/2016 Teachers and administrators will monitor the curriculum and make changes in it based on a variety of assessment results.			

<b>Core Function:</b>	<b>Family Engagement in a School Community</b>
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<b>Effective Practice:</b>	<b>Explain and communicate the purpose and practices of the school community</b>
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FE04		The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The Rose Bud School District has a compact between students, parents, staff, and administrators which outlines the responsibilities between students, parents, staff and administrators. This is located in the handbook which every student/family receives at the beginning of the school year or when enrolling in the school.	Limited Development 09/05/2015		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		Parents, teachers, and administrators will continue to work together to develop the School/Parent Compact. This compact will be included in the Student Handbook which all students and parents receive.		<b>Luke Lovins</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	9/10/16	Title 1 funds will be allocated to purchase materials and supplies for the Parent Resource Center.		Luke Lovins	06/30/2019

Notes:

2	9/10/16	The Rose Bud School District will establish a parent center that will work collaboratively with individual school to publish information relating to Parent/Teacher Conferences, Annual Report to the Public, Open House and Parent Nights that will be scheduled during the school year. The Rose Bud High School Parent Center will be open daily to provide resources and information to parent/guardians and community members relating to the following: (A) Informational Packets (B) Parent Involvement Meetings (C) Volunteer Resource Book; (D) School's process for resolving parental concerns in handbook; (E) Seminars to inform the parents of high school students about how to be involved in decisions and scholarship opportunities; (I) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; (J) Resources to help a parent assist in his or her child's learning; vocational/technical information.		Corrina Strain	06/30/2019
<i>Notes:</i>					
3	9/10/16	The Rose Bud High School will update the Parental Involvement Plan by October 1, 2019. Updates of the plan will completed through the collaboration of district administrators, teachers, parents, community representatives, and classified staff. Data will be collected throughout the school year to evaluate the effectiveness of the Parental Involvement plan, including data relating to the parental volunteers that provided assistance at Rose Bud High School during the current school year. Funds will be allocated for the purchase of materials and supplies for the parent center and parent involvement activities		Corrina Strain	10/01/2019
<i>Notes:</i>					
4	9/10/16	Rose Bud High School staff will be encouraged to utilize the Volunteer Resource Book that provides information pertaining to the availability and areas of interest for each volunteer that will work within the schools during the school year.		Corrina Strain	06/30/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	6/1/2016 Parents, teachers, and administrators will work together to develop a School/Parent Compact. This compact is included in the Student Handbook which all students and parents receive.				

<p><b>Experience</b></p>	<p>6/1/2016  This gives the percentage of parents who answered yes, no, or don't know to the following questions regarding parental perceptions of the school: When I come to this school, signs help me find parking areas and the main office. 95%, 5%, 5%; The school is clean and kept in good repair. 93%, 4%, 3%; School bulletin boards and displays are up-to-date and attractive. 83%, 5%, 12% I am satisfied with the way the school included me in programs. 79%, 6%, 15%; The school keeps me informed about school rules, classroom policies, and school schedules. 88%, 9%, 3% The school staff actively encourages parent and community involvement. 84%, 7%, 9%; I feel welcome at this school. 92%, 4%, 4%; When I come to the school, I receive prompt and friendly attention. 95%, 4%, less than 1% When I call this school, staff is courteous and helpful on the phone. 94%, 4%, 2% This school provides useful information for parents and community members. 79%, 7%, 14%; This school does a good job of communicating to limited-English speaking parents/community members. 68%, 2%, 30%; School staff returns my phone calls promptly. 81%, 9%, 9%; When I volunteer at this school, I feel appreciated. 59%, 4%, 38%.</p>			
<p><b>Sustainability</b></p>	<p>6/1/2016  Title I funds will be allocated for the purchase of materials and supplies to facilitate parent involvement activities and resources for the Parent Center</p>			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
HS04		The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students receive classroom counseling visits to discuss educational courses needed for graduation and needs for post-secondary goals. All seniors attend a field trip where local post-secondary institutions are toured and are able to take an alternate college entrance exam. Parents and students are able to receive guidance on seeking financial assistance for college in the Spring. Throughout the school year, character education and drug/alcohol prevention programs are offered; special programs and guest speakers are brought to the school to address issues identified in needs assessments.	Limited Development 09/05/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Programs will continue to be developed, implemented, and evaluated to help students prepare for post-secondary opportunities.		<b>Corrina Strain</b>	<b>05/31/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 6 (0%)</b>		
1	9/10/16	The required courses/credits students must obtain in order to graduate will be available in the student handbook and on the school website. Counseling visits will take place during the school year so students understand courses they need prior to graduation. Parents, students, teachers, and the counselor will meet in the Spring to plan for the upcoming school year.		Corrina Strain	06/29/2019
<i>Notes:</i>					
2	9/10/16	Throughout the 9-12 grades, students will participate in various career and technical courses and clubs so that they can have exposure to career awareness and workplace readiness skills.		Corrina Strain	05/31/2019
<i>Notes:</i>					
3	9/10/16	Presentations will be scheduled for all students at Rose Bud High School in topics relating to drug/alcohol awareness, conflict resolution, preventing violence, and creating a safe and drug free school environment. Informational resources corresponding to drug and alcohol awareness and prevention will be made available to parents in the Parent Resource Center.		Corrina Strain	05/31/2019
<i>Notes:</i>					

4	9/10/16	Character education and drug prevention programs and services implemented during the school year will be evaluated through data analysis of office and discipline referrals and teacher discipline records. 8th, 10th, and 12th grade students will participate in the Arkansas Needs Assessment Survey. Data obtained from the survey will assist building faculty in identifying areas relating to drug and alcohol awareness and prevention.		Corrina Strain	05/31/2019
<i>Notes:</i>					
5	9/10/16	Instructional materials and supplies relating to topics in character education will be purchased for implementation within the Character Education Program provided to all students enrolled in grades 7th-12th grades at Rose Bud High School. Educational activities relating to drug and alcohol prevention will be incorporated into daily instruction during Red Ribbon Week.		Corrina Strain	05/31/2019
<i>Notes:</i>					
6	9/10/16	The Rose Bud School District will give families opportunities to learn about physical activity and healthy eating through educational materials via the district website. The School Child Nutrition Program will provide opportunities for students and parents to be involved in providing feedback and planning school meals.		Corrina Strain	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	6/1/2016 Open house, the Annual Report to the Public, and two parent teacher conferences days were held during the school year. The Parental Involvement Committee met twice during the school year. Materials were purchased for the Character Education and Drug Awareness programs. Monthly calendars from the child nutrition department are sent home and contain nutrition and physical activity information. This information is also posted on the district website.				
<b>Experience</b>	6/1/2016 Results from the APNA given in the Fall 2014 indicated arise in student reporting the use of Inhalants and prescription pills. Plans for the 15-16 drug awareness and prevention program addressed this concern found in the data. Monthly classroom visits were conducted and the counselor addressed character education skills. Monthly calendars from the child nutrition department are sent home and contain nutrition and physical activity information. This information is also posted on the district website.				

**Sustainability**

6/1/2016

Yearly, the school counselor and school administration will need to evaluate the program and review data and determine changes needed in the character education and drug prevention programs. Instructional materials and supplies will need to continue to be purchased yearly.

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