

School Plan

JASPER SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2013-2014

Provide every student with the opportunity to develop his or her fullest potential. Provide facilities and materials that will enhance the learning environment. Foster the development of good citizenship among students at school and in the community. Actively involve parents and district patrons in the educational process.

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Administrative Support For Academic Achievement

Goal: All school district students assessed on grades 3,4,5,6,7,8 Benchmark Exams, 11th Grade Literacy Exam, and Algebra and Geometry End of Course Exams will score proficient or advanced. Ninety-five percent of the Combined Population students and each subgroup will be tested. The graduation rate for the schools will meet or exceed the 2013 Annual Measurable Objectives for both TAGG and NON-TAGG. The percent of students meeting performance requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective.

Priority 3: Wellness

Goal: The District will support implementation of the 8 components of Coordinated School Health (health education, physical education, health services, nutrition services, counseling, psychological and social services, healthy and safe school environment, health promotion for staff and family/community involvement) to create a culture and climate in our District that supports Healthy Lifestyles Choices and results in a healthier student body and community.

- Priority 1: Providing administrative support for improving district wide student academic achievement in literacy and mathematics skills.
1. NEEDS ASSESSMENT SUMMARY: After analyzing our state assessment data, we looked
 2. at collected data from classroom walkthroughs and our vertical and horizontal
 3. alignment provided to us from The Learning Institute. We then made needed
 4. adjustments to our curriculum as well and planned professional development for
 5. identified areas specific to each building. The Jasper School District is Needs
- Supporting Data:
6. Improvement in Literacy, Needs Improvement in Math, and Achieving in Graduation
 7. Rate. Three years of test data were analyzed to determine educational trends.
 8. In literacy the identified emphasis areas are: open response, writing multiple
 9. choice, and reading practical passage. In Math the identified emphasis areas
 10. are: open response, geometry measurement, data analysis and probability, and

11. language of algebra.
 12.
 13. 2013 ESEA ACCOUNTABILITY REPORT
 14. District:JASPER SCHOOL DISTRICT
 15. School:JASPER SCHOOL DISTRICT
 16. LEA:5102000
 17. Address:P O BOX 446
 18. JASPER, AR 72641
 19. Phone:870-446-2223
 20.
 21. Superintendent:KERRY SAYLORS
 22. Grades:K-12
 23. Enrollment:894
 24. Attendance (3 QTR AVG):97.80
 25. Poverty Rate:72.48
 26.
 27. PERCENT TESTED STATUS: ACHIEVING
 28. LITERACY
 29. MATHEMATICS
 30. ESEA Flexibility Indicators-# Attempted/
 Expected/Percentage/# Attempted/
 31. Expected/Percentage
 32. All Students-470/470/100.00/501/509/98.43
 33. Targeted Achievement Gap Group-
 350/350/100.00/365/371/98.38
 34. ESEA Subgroups-# Attempted/# Expected/Percentage/#
 Attempted/
 35. Expected/Percentage
 36. African American-2/2/100.00/2/2/100.00
 37. Hispanic-6/6/100.00/6/6/100.00
 38. White-437/437/100.00/467/475/98.32
 39. Economically Disadvantaged-343/343/100.00/360/366/98.36
 40. English Language Learners
 41. Students with Disabilities-51/51/100.00/52/53/98.11
 42.
 43. STUDENT PERFORMANCE -- LITERACY
 44. LITERACY STATUS:NEEDS IMPROVEMENT
 45. STATUS PERFORMANCE -- LITERACY
 46. GROWTH PERFORMANCE -- LITERACY
 47. ESEA Flexibility Indicators-# Achieved
 48. /# Tested/Percentage/2013 AMO/90TH PCTL/# Achieved/#
 Tested/Percentage/2013
 49. AMO/90TH PCTL
 50. All Students-
 359/456/78.73/81.79/91.00/238/301/79.07/80.50/93.00
 51. Targeted Achievement Gap
 52. Group-
 257/339/75.81/78.52/91.00/174/225/77.33/78.34/93.00
 53. Three Year Average Performance-# Achieved/#
 Tested/Percentage/2013 AMO/90TH
 54. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL
 55. All Students-
 1075/1349/79.69/81.79/91.00/733/914/80.20/80.50/93.00
 56. Targeted Achievement Gap
 57. Group-
 760/998/76.15/78.52/91.00/530/680/77.94/78.34/93.00

58. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#
 Achieved/#
 59. Tested/Percentage/2013 AMO
 60. African American-2/2/100.00/2/2/100.00
 61. Hispanic-5/5/100.00/86.11/2/2/100.00/100.00
 62. White-333/424/78.54/81.53/225/283/79.51/80.12
 63. Economically Disadvantaged-
 257/333/77.18/79.77/174/223/78.03/79.54
 64. English Language Learners
 65. Students with Disabilities-
 10/49/20.41/39.10/6/27/22.22/46.08
 66.
 67. STUDENT PERFORMANCE -- MATHEMATICS
 68. MATHEMATICS STATUS:NEEDS IMPROVEMENT
 69. STATUS PERFORMANCE -- MATHEMATICS
 70. GROWTH PERFORMANCE -- MATHEMATICS
 71. ESEA Flexibility Indicators-# Achieved/#
 Tested/Percentage/2013 AMO/90TH PCTL/#
 72. Achieved# Tested/Percentage/2013 AMO/90TH PCTL
 73. All Students-
 380/482/78.84/81.53/92.00/177/301/58.80/73.29/81.00
 74. Targeted Achievement Gap
 75. Group-
 267/349/76.50/79.11/92.00/129/225/57.33/70.27/81.00
 76. Three Year Average Performance-# Achieved/#
 Tested/Percentage/2013 AMO/90TH
 77. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL
 78. All Students-
 1177/1495/78.73/81.53/92.00/584/914/63.89/73.29/81.00
 79. Targeted Achievement Gap
 80. Group-
 819/1082/75.69/79.11/92.00/417/680/61.32/70.27/81.00
 81. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#
 Achieved/#
 82. Tested/Percentage/2013 AMO
 83. African American-2/2/100.00/0/2/0.00
 84. Hispanic-4/4/100.00/72.23/2/2/100.00/100.00
 85. White-334/429/77.86/81.73/164/283/57.95/73.04
 86. Economically Disadvantaged-
 265/345/76.81/80.41/129/223/57.85/71.59
 87. English Language Learners
 88. Students with Disabilities-
 17/49/34.69/52.16/5/27/18.52/43.63
 89.
 90. 2012 SCHOOL GRADUATION RATE
 91. GRADUATION RATE STATUS:ACHIEVING
 92. ESEA Flexibility Indicators-# Actual Graduates/#
 Expected
 93. Graduates/Percentage/2012 AMO/90TH PCTL
 94. All Students-63/65/96.92/90.34/94.00
 95. Targeted Achievement Gap Group-41/43/95.35/94.44/94.00
 96. Three Year Average Performance-# Actual Graduates/#
 Expected
 97. Graduates/Percentage/2012 AMO/90TH PCTL
 98. All Students-183/203/90.15/90.34/94.00
 99. Targeted Achievement Gap Group-118/131/90.08/94.44/94.00

- 100. ESEA Subgroups-# Actual Graduates/# Expected Graduates/Percentage/2012 AMO
- 101. African American-16.67
- 102. Hispanic-4/4/100.00/16.67
- 103. White-56/58/96.55/92.43
- 104. Economically Disadvantaged-39/41/95.12/94.05
- 105. English Language Learners-1/1/100.00
- 106. Students with Disabilities-11/11/100.00/95.37
- 107.
- 108.
- 109.
- 110.
- 111. The district uses Title 1, Title 2A, Title 6 state, ALE, Professional
- 112. Development and NSLA funds to supplement various instructional activities
- 113. throughout the district by providing funds for professional development in
- 114. areas of need, to purchase supplemental instructional materials, to support
- 115. emphasis in areas of greatest academic concern, and Title 2A class size
- 116. reduction funds in a high poverty school.
- 117.
- 118.
- 119.
- 120.
- 121.
- 122.
- 123.
- 124.
- 125.
- 126.
- 127.
- 128.
- 129.
- 130.
- 131.

Goal All school district students assessed on grades 3,4,5,6,7,8 Benchmark Exams, 11th Grade Literacy Exam, and Algebra and Geometry End of Course Exams will score proficient or advanced. Ninety-five percent of the Combined Population students and each subgroup will be tested. The graduation rate for the schools will meet or exceed the 2013 Annual Measurable Objectives for both TAGG and NON-TAGG. The percent of students meeting performance requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective.

Benchmark By the end of school year 2013-14, the district will meet or exceed the following 2013 Annual Measurable Objectives: Literacy Performance- All students 81.65 and TAGG 78.18, Literacy Growth- All students 81.88 and TAGG 79.14, Math Performance- All students 83.48 and TAGG 80.79, Math Growth- All students 75.88 and TAGG 72.07, Graduation Rate- All students 89.67 and TAGG 87.34.

Intervention: To provide administrative support for each school's academic program, by providing leadership, resources, materials and equipment to accomplish achievement goals.

Scientific Based Research: The Administrative Team: Dynamism Vs. Dysfunction. Tyson, Nathan; Principal Leadership, V9n4 P45-46 Dec 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Setting aside funds to be utilized by federal coordinator, Jeff Cantrell, for purchased services to include, telephone/fax, postage, service contracts, subscriptions, professional conferences, travel, room/board and micellaneous expenses. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Professional Development Action Type: Technology Inclusion</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>Title I - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Setting aside funds for supplies and materials to include: toner/ink cartridges, updating office equipment, office supplies, file cabinets, paper, printer and other office needs. These items will be utilized by the federal coordinator, Jeff Cantrell. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Collaboration Action Type: Equity</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$3002.56</p> <hr/> <p>ACTION BUDGET: \$3002.56</p>
<p>Setting aside funds for a 0.75 FTE district federal programs coordinator, Jeff Cantrell. This employment is supplemental to the program already implemented with state or local funds. Action Type: Collaboration</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>Title I - Employee Salaries: \$65625.00 Title I - Employee Benefits: \$16407.00</p> <hr/> <p>ACTION BUDGET: \$82032</p>
<p>Setting aside funds to meet the needs of 30 current HOMELESS children at the district average rate of \$125 each. The District has named a HOMELESS liasion for the district and</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$3265.00 Title I - Purchased Services: \$3265.00</p> <hr/>

<p>has HOMELESS liasion's at each campus. These expenditures are supplemental to the program already implemented with state or local funds. Action Type: Collaboration Action Type: Equity</p>				<p>ACTION BUDGET: \$6530</p>
<p>As a matter of information, all schools in Jasper School District are schoolwide schools and each provides: 1. Needs assesement through combined population acheivement assessment, attendance or graduation rates, learning needs, and subpopulation gaps; 2. School reform strategies are used, using scientifically-based strategies, and curriculum and instructional alignment; 3. Instruction by highly qualified teachers and paraprofessionals; 4. professional development is of high quality and based on needs assessment and improving instruction; 5. Strategies to attract highly qualified teachers are included; 6. Parent involvement actions are listed in each schools plan; 7. Each elementary school provides activities to ease emotional and academic transtion from early childhood to first grade; 8. Teachers are actively involved in academic assessment and analysis; 9. Point-in-time remediation is provided on a timely basis; 10. Federal, state, and local funds are fully intergrated to provide coordinated services. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Special Education				
<p>Setting aside funds to purchase materials and supplies for maintenance of district technology services and improvement in technology. A list of possible purchases includes: adapters, cords, printer maintenance supplies, projector lamps, computer parts, mice, remotes, memory cards, keyboards, and miscellaneous technology expenses. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Technology Inclusion</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers 	<p>Title VI State - Materials \$11270.37 & Supplies: NSLA (State-281) - Materials \$10000.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$21270.37</p>
<p>PROGRAM EVALUATION: Summative; At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: District AMO Proficiency rates and determined that This intervention was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valid in terms of supporting our efforts to increase student achievement. Furthermore, this intervention was evaluated through a combined result of all high stakes testing district wide in both math and literacy. Combined district literacy scores 2010-77.35, 2011-77.45, 2012-82.18, and 2013-81.79. Combined district Math scores 2010-77.35, 2011-77.80, 2012-79.52 and 2013-78.84. It was determined that it was effective in support of our Curriculum,</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Instruction, Assessment and Professional Development. We believe the evidence shows that it is valid in terms of supporting our efforts to increase student achievement We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Formative evaluation measures of this intervention, will be determined by the effectiveness of the administrative aspects of this intervention. How well records are kept, timely reports, coordination of information and ACSIP activities throughout the six district campuses. Action Type: Program Evaluation</p>				
<p>AIP/IRI:Providing student remediation assistance. Students that meet the AIP/IRI designation through scoring basic or below basic on the benchmark test will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one pull out tutor instruction. High School instruction is after school hours for one hour via distance learning for Algebra and is exported from the Jasper campus to the two other district campuses. Other subjects have instructional packets</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

prepared for remediation. Action Type: AIP/IRI				
PEER REVIEW: Before approving each schools plan, a district peer group committee will review and approve each schools plan using the Arkansas checklist as a guide. Minutes of the review will be kept, with date, participants and recommendations. Noted school checklist deficiencies are returned back to the respective school for corrections. Action Type: Collaboration	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
AMO Goals: The school district monitors the progress of schools and students periodically through testing by the learning institute. Schools are held accountable for maintaining progress toward meeting their annual AMO goals, with adjustments in curriculum, staffing or training available as corrective measures. Action Type: Program Evaluation	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> ACTION BUDGET: \$
ALE: The district ALE program is used as a credit recovery program for students that get behind in their classwork. The district provides an ALE program on each High School campus. The ALE program at the Jasper High School is with students for two periods a day. All high school campuses in the district receive their ALE instruction via Arkansas Virtual Blended instruction or a Highly Qualified ALE Teacher. All progress is monitored by a teacher on their campus. PROGRAM EVALUATION of the ALE: The ALE program will be evaluated by the number students returning to the regular classroom. In	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ALE (State-275) - \$2786.00 Employee Benefits: ALE (State-275) - \$10581.60 Employee Salaries: <hr/> ACTION BUDGET: \$13367.6

<p>2011-2012, 10 students participated in the ALE program. Of those students, 100% recovered their credit and returned to regular classroom. In 2012-2013, 10 students participated in the ALE program. Of those students, 90% recovered their credit and returned to regular classroom. Action Type: Technology Inclusion</p>				
<p>TECHNOLOGY INCLUSION: The Jasper School District's School's plans support each school's ACSIP plan by providing technology according to the District Technology plan and to each school's interventions. Technology actions that support academic achievement that have been included in this years plan to support interventions, are installation and replacement of computers, Classroom Amplification systems, Alpha Smart sets, calculators, televisions and DVD's, Interwrite Pad, Clicker Response System, LCD and Document Cameras, and numerous Software License's. Also, purchasing equipment and supplies to properly maintain the efficiency and add improvements to the technology infrastructure across the district. Action Type: Technology Inclusion</p>	<p>Margie Rutledge</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>INTREGRATED SERVICES: The Jasper School District works closely with other cooperating programs within the district, such as Head Start, Pre-School, Special Education and Migrant to coordinate services and integration of students into the full</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>programs of the district. Because all of these programs are domiciled on campus, it is a natural process of moving from one program into another without duplication of services and full integration into the classroom. New students moving into the district are automatically screened as to HOMELESS or ELL status, by filling out the forms included in the enrollment package of forms that enable us to determine the classification of need. If students moving in have a previous history with IDEA, or Section 504, their records will be requested. Action Type: Collaboration Action Type: Equity</p>				
<p>The Gifted Component of the ACSIP Plan is listed below: 1. To identify the abilities and needs of the Gifted Students at Jasper School: Identification-Jasper School's Gifted Program participates in a year-round continuous identification process which includes both formal and informal input from a variety of sources. This comprehensive plan is based upon the best available research recommendations of experts in the Gifted field. This includes the training of Gifted Coordinators and annual purchasing of the OLSAT Testing Materials, Williams Creativity Testing Materials , and other relevant testing materials requested by the CI Administrator and or Gifted Personal. 2. To help each participating gifted child to understand their gifted identification and provide learning environments and curriculums appropriate to</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>encourage individual growth. Newly developed Gifted Scope and Sequence, will drive the differentiated gifted curriculums. Pre-AP and AP course work along with concurrent college credit are provided at the 9-12 level. Academic activities such as Quiz Bowl-grades 3-12 , Y.E.S. grades 5-8, Stock Market Game grades 5-12, Mock Trial grades 9-12, Chess Teams , Scripps Spelling Bee, National Geographic Bee, Sky Calls , AGS , ASMSA, Field Trips , Guest Speakers, and others are funded by the district to meet the individual needs of the gifted learner at Jasper School. 3. To maintain the competency of professional staff by encouraging and supporting participation in Gifted Workshops , seminars, conferences and university course work. The Jasper Gifted Coordinator will be sent to the AGATE Conference annually and offered the opportunity to attend NAGC. This is essential to keep abreast of the current trends and relevant legislation that regulates the Gifted and Talented Departments (ADE) and on the national level . The Gifted Coordinator will be sent to all OUR Cooperative Gifted Coordinators Meetings hosted by Gifted Supervisor, Sandra Johnson. The Gifted Coordinator will provide staff development for the staff as indicated by the results of the annual evaluation . The Gifted Coordinator will serve as a gifted resource person for the faculty and staff. Action Type: Collaboration</p>					
--	--	--	--	--	--

Action Type: Professional Development				
<p>PARENTAL NOTIFICATION- The district will ensure that parents are provided notification of change in the ESEA Accountability Waiver and that in-district choice is no longer an option.</p> <p>Action Type: Parental Engagement</p>	Jeff Cantrell	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PROVIDING TECHNICAL ASSISTANCE AND SUPPORT- The district is providing additional technical assistance and support to all six buildings with the Needs Improvement status through activities such as but not limited to: professional development, mentoring, providing supplemental instructional materials, interim assessments program, and supplemental instructional technology. Also, the district administrative team is scheduling more time at each of the campuses. Professional learning communities have been established at these campuses and bimonthly meetings are held to discuss high yield strategies, student work and students considered to be at academic risk. An emphasis has been placed on completing CWT daily in these buildings. Since Jasper School District selected to fully implement the Common Core State Standards in grades K-12 literacy, additional funding was spent on purchasing materials which supported CCSS. These included but are not limited to CCSS Curriculum Map Project, additional exemplar texts and information texts. In</p>	Jeff Cantrell	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>mathematics, staff was trained in teaching strategies which focused on embedding higher level thinking and and the CCSS. As a proactive measure, teachers in grades K-4 continue to be trained in Cognitive Guided Instruction or CGI. Action Type: Professional Development</p>				
<p>PROVIDING TRAINING AND SUPPORT- The district will provide training and support for data analysis and it's effective use in instruction. Curriculum Administrator will provide additional supplemental training on data analysis to building level staff on year 1 buildings in school improvement. The TLI program will be utilized to assist staff in identifying low areas and planning for instructional strategies to address deficiencies. Action Type: Professional Development</p>	<p>Melissa Parks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds to hire a 0.75 FTE school resource officer to patrol school during school hours. The resource officer will focus of drug education, attendance rate, and graduation rate. The program is supplemental to those already provided by state and local funds.</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - \$23262.00 Employee Salaries: NSLA (State-281) - \$5816.00 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$29078</p>
<p>SUPPORT FOR FOCUS SCHOOL- The district will provide additional support and training for the Oark High School, which was designated as a Focus school. The Oark High School in 2012-2013 was achieving status in math, literacy, and graduation rate. The district will assist and support the Oark High School with</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

data analysis, monitoring and evaluation, and professional development.				
Setting aside funds for the purchase of a lap top computer to be utilized by the federal coordinator for the administration of federal programs.	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	Title I - Capital Outlay: \$2500.00 <hr/> ACTION BUDGET: \$2500
Total Budget:				\$160780.53

Intervention: PARENT INVOLVEMENT

Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Parental Engagement (1). Jasper School District has and will continue to involve parents, teachers, stakeholders and others in the development of the ACSIP plan. These groups of people are a member of the ACSIP committee. (2). The district provides financial and academic support to each school campus to support academic achievement through various professional development activities, purchase of materials/supplies, equipment and curriculum management. (3). Pre-Schools in the district are located on the campuses of each elementary and therefore provide the same opportunity for these parents to interact with school officials and other grade level parents, providing a seamless intergration of pre school students into the regular elementary. (4). FORMATIVE EVALUATION: A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>activities. SUMMATIVE EVALUATION: A summative evaluation will be compiled using student and parent survey results', Input will be sought concerning Open House, Parent Nights, Parent/Teacher Conferences, and other parent involvement ideas. (5). A. The district will provide staff or financial assistance to each school as they attempt to provide parents information on how to understand and monitor a child's progress, school standards, and various academic assessments. B. The district provides assistance to the schools by providing funding for materials and supplies and training if needed to help parents work with their children. C. The district encourages teacher, principal and other staff training opportunities to become knowledgeable about the importance of effective communication, the value and utility of parent contributions to the education their child. D. The district provides parent involvement opportunities through the use of a web based web site, and access to Ed Line live report cards for their child's current progress. The district facilitates the implementation of the Parent/School/Child Compact at the campus level to further integrate parent involvement into their child's academic achievement. E. If needed, the district will send home parent information in the appropriate language, and will provide an interpreter for in school visits. F. Other reasonable support for parent activities may be instituted upon parent</p>				
---	--	--	--	--

<p>requests. 2. Jasper School District will provide training annually for volunteers who assist in an instructional program for parents. 3. PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>The District will conduct an annual parent meeting to discuss student achievement, allow input into the parent Involvement Policy and explain how the Title 1 program is implemented into the six schools of the district. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION- Parent surveys are gathered and specific parental involvement questions are placed on the survey. Data from the surveys will be retained and evaluated to check program effectiveness. The Parental approval rating was 79%in 2011 and 80.1% in 2012. In 2013 the approval rating rose to 81.5%. Surveys noted that parental communication in the area of notice for award assemblies and receiving parental information from school are the lowest areas. The highest survey areas are the quality school messenger system, staff</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

courtesy towards parents, safe learning environment, and students are provided a high quality education program. Action Type: Parental Engagement Action Type: Program Evaluation				
Setting aside money to assist with communication with parents. \$3100 for etrition meal tracking software upgrade, \$2500 for School Dude and AD buld user license/anti-virus and \$1800 for school messenger service. The anti-virus is a protective measure against virus's transferred from parental computers. These communication tools are supplemental to state and local programs. Evaluaion will be by the parent surveys used to evaluate the parental involvement priority. Action Type: Parental Engagement	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		Title VI State - Purchased Services: \$7400.00 <hr/> ACTION BUDGET: \$7400
Total Budget:				\$7400

Intervention: Professional Development				
Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment:From Standards to Student Success. Bloomington, IN: The Solution Tree				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside state and federal professional development funds for appropriate administrators and instructional staff to participate in professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. Provides for consultant fees, conference fees, travel, room and board, as well as materials and supplies. Each	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Purchased Services: \$34400.00 Title I - Materials & Supplies: \$1831.00 PD (State-223) - Purchased Services: \$79775.17 <hr/> ACTION BUDGET: \$116006.17

<p>faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the district to meet the required state development hours. State professional development funds will be used to meet these various teacher/administrator minimum hour specifications: Technology, 6 hours annually; Parent Involvement, Teachers shall have no fewer than 2 hours of professional development opportunities designed to enhance understanding of effective parental involvement strategies. Administrators shall have no fewer than 3 hours of professional development designed to enhance the understanding of effective parental involvement strategies and importance of administrative leadership in setting expectations and creating a climate conducive to parental participation; Teachers of Arkansas History, 2 hours annually and data disaggregation. Each administrator must have 60 hours of professional development, to include, data disaggregation, instructional leadership, and fiscal management. Professional development may include, but not limited to; Total Instructional Alignment, Rubrics, Everyday Math, PBS Teacherline, Heinman, AETN IDEAS, Project Learning Tree, Accelerated Reader,</p>				
--	--	--	--	--

<p>Accelerated Math, Reading Academy, Success Maker, Nova Net, Mentoring, academic facilitators, special education, implementing or upgrades for new technology programs, and other professional development as may be needed or required throughout the course of the school year. State funds may also be used for bus driver training. State PD funds may also be used to pay substitutes used for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. The State PD is allocated amount of 39,850 + 40,000 transfer from nsla. Money set aside from Title I amounts to \$36500 in purchased service and \$3500 in materials and supplies. Federal professional development funds are supplemental to the program already implemented with state or local funds. Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Setting aside State Professional Development funds to pay substitutes for teachers attending staff professional development meetings/conferences. This employment is supplemental to the program already implemented with state or local funds.</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Professional Development				
<p>PROGRAM EVALUATION: "At the conclusion of the 2010-2011 school year we evaluated this Intervention/Program through the SAI on-line survey and report an improvement on the Likert scale from 1.4 to 2.1 At the end of the 2011-2012 school year the survey yielded a Likert score of 2.5 and 2.5 again in 2013 and we determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valid in terms of supporting our efforts to increase student achievement. During the 2013-14 school year we will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-14 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Melissa Parks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$116006.17
Intervention: Total Instructional Alignment				
<p>Scientific Based Research: Carter, Lisa.(2007). Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Staff will utilize periodic testing Information from the learning institute to monitor and follow instruction, that will enable the teacher and curriculum administrator to determine where instruction is aligned and where there is missing areas of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Melissa Parks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: "At the conclusion of the 2011-12 school year we evaluated this intervention through a combined result of all high stakes testing district wide in both math and literacy. Combined district literacy scores 2010-77.35, 2011-77.45, 2012-82.18 and 2013-78.73. Combined district Math scores 2010-77.35, 2011-77.80, 2012-79.52 and 2013-78.84. Even with a slight drop in scores this year, it was determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The district's student growth numbers continue to improve. We believe the evidence shows that it is valid in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013/2014 ACSIP Plan, and use those evaluation results in making decisions that impact our</p>	<p>Melissa Parks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

future instructional program." Action Type: Program Evaluation				
The Jasper School District has entered into an agreement with the OUR Coop to implement Total Instructional Alignment into our six schools across the district. Consequently, the twelve academic interventions in our six school plans will be the same. The actions among the plans will vary and will be modified in order to accommodate specific instructional needs for that campus and may continue to be very similar to the other schools plans. Action Type: Alignment Action Type: Collaboration	Melissa Parks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: It is the Policy of the Jasper School District to comply with all federal regulations relating to nutrition and physical activity. 04-27-06
1. The Jasper School District Body Mass Index data presented indicates the
 2. percentage of students who may be at risk of poor academic performance.
 3. District-wide Body Mass Index totals by type of school are not available. For
 4. individual schools, see each school's ACSIP plan.
 - 5.
 6. Body Mass Index Data 2011-2012
 7. 206 Males assessed:
 8. Healthy or Underweight = 53.9%
 9. Overweight or Obese = 46.1%
 10. 196 Females assessed:
 11. Healthy or Underweight = 61.2%
 12. Overweight or Obese = 38.8%
 13. Body Mass Index Data 2010-2011
 14. 256 Males assessed: 57% Healthy or Underweight, 43% Overweight or Obese. 247
 15. Females assessed: 60.3% Healthy or Underweight, 39.7% Overweight or Obese.
 - 16.
 - 17.
 18. Body Mass Index Data 2009-2010
 19. 127 Males assessed: 59.8% Healthy or Underweight, 40.2% Overweight or Obese.
 20. 114 Females assessed: 66.7% Healthy or Underweight, 33.3% Overweight or Obese.
 - 21.
 22. Body Mass Index Data SY 2008-09: Of the 394 available student population for the required assessment grades; 283 males were assessed, with 47.3%
- Supporting Data:

at risk of being overweight, and, 270 females were assessed with 39.7% at risk of being overweight.

23. SCHOOL HEALTH INDEX: Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40% ;Medium 41-60%,61-80% ;High 81-100%: School Health Policies and Environment – Module 1 - REQUIRED 73% Health Education - Module 2 – REQUIRED 98% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 95% Nutrition Services - Module 4 - REQUIRED 85% School Health Services – 63% Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – 76% Module 6 - OPTIONAL Health Promotion for Staff – 67% Module 7 - OPTIONAL Family and Community Involvement – 56% Module 8 - REQUIRED
24. 2011 FREE and REDUCED Meal Eligibility:
- 25.
26. District: 27.0% Paid, 15.0% Reduced, 57.0% Free
27. Elementary: 24.0% Paid, 15.0% Reduced, 60.0% Free
28. High School:: 31.0% Paid, 14.0% Reduced, 53.0%Free
- 29.
30. 2010 Free and Reduces Meal Eligibility:
31. District: 33% Paid, 14% Reduced, and 53% Free.
32. Elementary: 28% Paid, 14% Reduced, and 58% Free.
33. High School: 39% Paid, 13% reduced, and 47% Free
- 34.
- 35.
36. 2009 Free and Reduces Meal Eligibility:
37. District: 36% Paid, 13% Reduced, and 50% Free.
38. Elementary: 18% Paid, 7% Reduced, and 28% Free.
39. High School: 19% Paid, 6% reduced, and 22% Free.
- 40.
- 41.
42. 2000 census poverty rate:
43. Newton County poverty rate 20.38%
- 44.
- 45.
- 46.
- 47.
- 48.
49. The Coordinated School Health Initiative is recommended by the Centers for
50. Disease Control and Prevention, the Arkansas Department of Education and the
51. Arkansas Department of Health.
- 52.
- 53.
- 54.
- 55.
- 56.
- 57.
- 58.
- 59.
- 60.
- 61.
- 62.
- 63.

Goal	The District will support implementation of the 8 components of Coordinated School Health (health education, physical education, health services, nutrition services, counseling, psychological and social services, healthy and safe school environment, health promotion for staff and family/community involvement) to create a culture and climate in our District that supports Healthy Lifestyles Choices and results in a healthier student body and community.
Benchmark	In SY2013-14 there will be a ½% decrease in the number of students at-risk on the Body Mass Index screening.
Benchmark	In SY2013-14 there will be an increase in school health index score by 2% in each of the 8 modules of Coordinated School Health.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site. Clinical Pediatrics, 40(2): 63-70. 2001 NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
The Jasper School District will (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2)	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	ACTION BUDGET: \$

<p>provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>				
<p>The Jasper School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	Kerry Saylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation.</p> <p>Action Type: Wellness</p>	Kerry Saylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by</p>	Kerry Saylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Wellness</p>			<ul style="list-style-type: none"> Teachers 	
<p>The Jasper School District has contracted with medical, dental, and mental health providers to offer direct care to students through the School-Based Health Center, or "Wellness Center." The Jasper School District received the School Based Health Center Initiative grant through the ADE Office of Coordinated School Health. This grant was awarded for the 2012-13 school year with continued funding available for 5 years.</p>	<p>Nicole Fairchild - Wellness Center Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will ensure access to mental health services through a school based mental health program. Students will be referred by school staff and served by qualified and licensed mental health professionals.</p>	<p>Nicole Fairchild - Wellness Center Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will have a representative serving on the Newton County Hometown Health Coalition to strengthen school/community partnerships.</p>	<p>Nicole Fairchild - Wellness Center Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds to hire Nicole Fairchild as a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the school based health center.</p> <p>Action Type: Wellness</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 07/01/2013</p>		<p>NSLA (State-281) - \$12052.00</p> <p>Employee Benefits:</p> <p>NSLA (State-281) - \$48208.00</p>

				Employee Salaries:
				ACTION BUDGET: \$60260
Total Budget:				\$60260

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

Scientific Based Research: Guidelines for School Health programs to Promote Lifelong Healthy Eating(June14, 1996/Vol.45 RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jasper School District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy choices outside the school. Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Jasper School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity through policy development and support of staff driven programs. Action Type: Collaboration Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Jasper School District will attempt to involve parents in physical activity and nutrition education through any of the following means, homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers Teaching Aids 	ACTION BUDGET: \$

<p>The Jasper School District will support implementing a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration</p>	<p>Kerry saylors</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will support schools in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with Arkansas Health and Physical education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	<p>Regina Carlton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will ensure that the 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. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Jasper School District will ensure that the Wellness committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access</p>	<p>Regina Carlton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Peggy McEntire	Sixth Grade Teacher	Title 1
Community Representative	Dessa Emerson	Parent	Title 1
Community Representative	Joe Paul James		Wellness
Community Representative	Mary Lynn Emmett	Community Representative	Title 1
District-Level Professional	Jeff Cantrell	Federal Coordinator	Title 1,2D,2A, 4A,5,&6
District-Level Professional	Kerry Saylor	Superintendent	Title 1, Wellness
District-Level Professional	Melissa Parks	Curriculum Coordinator	Literacy/Math
Non-Classroom Professional Staff	Regina Carlton	Food Service	Wellness
Non-Classroom Professional Staff	Tina James	Nurse	Wellness
Parent	Laura Stuart		Wellness
Principal	Marsha Shaver		Wellness