

School Plan

**KINGSTON HIGH SCHOOL
P.O.BOX 149, KINGSTON, AR 72742**

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Kingston High School is to provide a safe, drug-free, supportive learning atmosphere wherein all students can become proficient in academic skills. We propose to provide encouragement in the social, emotional and physical wellness and growth of each student. We believe that all students can and will learn.

"We are all learners and we can all learn."

Grade Span: 7-12 Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Mathematics

Goal: The goal for math students in Kingston High School is to meet or exceed Math Performance AMO or the Math Growth AMO for all groups for the 2014/15 school year.

Priority 2: Improve Literacy Skills

Goal: The goal for literacy students in Kingston High School is to meet or exceed Literacy Performance AMO or the Literacy Growth AMO for all groups for the 2013-14 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also a goal to meet the graduation rate.

Priority 3: Wellness

Goal: Kingston High School will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

It is our priority to make the gains necessary to become an achieving school in Math.

Priority 1: THREE YEAR TREND per ESEA
(2012) NEEDS IMPROVEMENT STATUS
(2013) NEEDS IMPROVEMENT STATUS
(2014) NEEDS IMPROVEMENT STATUS

Supporting
Data:

1. DATA BELOW REFLECTS THE GAINS THAT MUST TO BE MAKE TO MEET AMO'S FOR PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR.
All Students: performance: 76.79//88.05-- need to gain 11.26 Growth: 72.71//88.29--need to gain 15.58 TAGG: performance: 74.19//82.46--need to gain 8.27 Growth: 72.22//82.35--need to gain 10.13 TAGG group made growth in 2013. (2014) ALL STUDENTS: PERFORMANCE 76.79//88.05--need to gain 11.26 TAGG: 74.19//84.21--need to gain 10.02 HISPANIC: 100//100 --continue to make gains CAUCASIAN: 73.47//89.61--need to gain 16.14 ECONOMICALLY DISADVANTAGED: 74.19//85.81--need to gain 11.43 STUDENTS WITH DISABILITIES: 0.00//50.00--need to make 50 ALL STUDENTS: GROWTH ALL STUDENTS: 72.41//88.29--need to gain 15.88 TAGG: 72.22//82.35--need to gain 10.13 HISPANIC: 100.00// CAUCASIAN: 69.23//90.33--need to gain 21.10 ECONOMICALLY DISADVANTAGED: 72.22//82.35--need to gain 10.13 STUDENTS WITH DISABILITIES: 0.00//100.00--need to gain 100 (2012): PERFORMANCE//GROWTH All

Students: 198: 83.33/85.39//91: 84.62//85.68 TAGG: 115:
79.13//80.70//51: 80.39/78.43

2. NEEDS IMPROVEMENT: Grade 7: The areas of Algebra and Measurement were both strong in the multiple choice format, but low in open response. Open response strategies will be reinforced in all areas, with special focus on Algebra and Measurement Proficient and Advanced: 2011: 73% 2012: 89%...15% gain from last year 2013: 88%--only 2 students need remediation per TLI Grade 8: The areas of Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability were low in multiple choice and considerably low in open response format. Reinforcement of strategies for both problem types will be addressed in all areas. Proficient and Advanced: 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010. 2013:66%--7 students require remediation per TLI
ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n// < 10 n < 10 n < 10 n < 10 Hispanic n < 10 n < 10 n < 10// n < 10 n < 10 n < 10 White 56: 91.07 //87.30// 25: 84.00 /88.18 Economically Disadvantaged 34: 85.29/ 82.66 //17: 88.24//78.43 English Learners n < 10 n < 10 n < 10// n < 10 n < 10 n < 10 Students with Disabilities n < 10 n < 10 n < 10 //n < 10 n < 10 n < 10
3. Algebra 1
4. The areas of Language of Algebra and Non-Linear Functions were low in the
5. multiple choice format, as well as open response. Solving Equations and
6. Inequalities was an additional low area in the open response format.
7. Strategies for these areas will be reinforced.
- 8.
9. Geometry:
10. Coordinate Geometry and Transformations were a low area in the multiple choice
11. and open response format. Triangles, Measurement, and Relationships between
12. Two and Three Dimensions were low areas in the open response format.
- 13.
14. Overall, all subjects need deeper instruction in open response problem solving
15. strategies across all areas.
- 16.
- 17.
18. 2 students require remediation in Algebra and only 1 student in Geometry per
19. TLI.
- 20.
21. Advance/Proficient
22. Grade 7:
23. 2011: 73%
24. 2012: 89%--an increase of 16%
25. 2013: 88%--a decrease of 1%
26. TLI indicates that 2 out of 16 students in 7th grade require remediation(12%).
- 27.
28. Grade 8:
29. 2011: 100%
30. 2012: 92%--a decrease of 8%
31. 2013: 89%--a decrease of 3%
- 32.
33. TLI indicates that 7 out of 18 students in 8th grade require remediation(39%).

- 34.
- 35.
- 36.
- 37.
- 38.
- 39. Graduation Rate:
- 40. 2013: 95%
- 41. 2012: 90.91%
- 42. 2011: 90.90%
- 43.
- 44.

- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.

Goal The goal for math students in Kingston High School is to meet or exceed Math Performance AMO or the Math Growth AMO for all groups for the 2014/15 school year.

In 2014-15 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

- All Students: 89.37/89.59
- TAGG: 85.97/84.31
- Hispanic: 100.00/na
- Caucasian: 90.77/91.40
- Economically Disadvantage: 87.39/84.31
- Students with Disabilities 55.55/100.00

Benchmark

Test results for 2011-12 showed that 80% of the students scored proficient or advanced on Algebra I and 91% for Geometry.

Test results for 2012-13 showed that 80% of the students scored proficient or advanced in Algebra I and 91.3% in Geometry.

Test results for 2013-14 showed that ???% of the students scored proficient or advanced on Algebra I and \$\$\$ for Geometry.

Intervention: Math curriculum will include brain-based instructional strategies as described and researched by Marcia Tate which consists of the higher Bloom's Taxonomy.				
Scientific Based Research: Tate, Marcia L., "Sit & Get" Won't Grow Dendrites, Corwin Press. 2004. Professional Learning Strategies That Engage the Adult Brain. Second Edition Tate, Marcia L., Mathematics Worksheets Don't Grow Dendrites, Corwin Press. 2009. 20 Numeracy Strategies That Engage the Brain.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math Materials and supplies will be used in high school to supplement instruction. Materials and supplies, may include calculators, printer cartridges, paper, toner, and other needed items for	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Materials & Supplies: \$3000.00

instruction. These purchases are supplemental to those already implemented with state or local funds. Action Type: Equity Action Type: Title I Schoolwide				ACTION BUDGET: \$3000
EQUITY: Hire .25 FTE highly qualified High School counselor to supplement the required counseling position. This employment is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	NSLA (State-281) - \$11292.00 Employee Salaries: NSLA (State-281) - \$2857.00 Employee Benefits: <hr/> ACTION BUDGET: \$14149
EQUITY: Setting aside funds for .213 highly qualified GT salary to provide accelerated learning opportunities for children where more is expected. Action Type: Equity	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
AIPs: Providing student remediation assistance. Students that meet the AIP designation through TLI or teacher assessment will receive an academic improvement plan. The math instructor will follow guidelines and rules for AIPs as prescribed by state law and school administration. 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 teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
EVALUATION OF INTERVENTION: Formative evaluation of an intervention may include, but not be limited to:	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>classroom walkthroughs, Teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, The Learning Institute Assessment Modules, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's of the literacy /math frameworks and standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. After each set of TLI tests, teachers enter reflections in their alignment notes noting areas of strengths and weaknesses Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (SAT-10) and the CRT (Benchmark and EOC) exams. This school year (2012-13), the Jasper School District has elected to do the Common Core for grades 7 and 8, but still be looking at the AYP for the assessment scores. In Algebra I and Geometry we hope to attain the AMO for all subgroups which are mentioned in the data section. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative sense,...which need revision...and which need to be abandoned.</p> <p>PROGRAM EVALUATION: We used TLI for Formative</p>				
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<p>Assessment. District teams planned and aligned the AR Frameworks and Common Core. TLI made the assessments based on those frameworks, and students were tested 8 times in Math during the school year. The assessments helped teachers to either re-teach, go on, or remediate the students who did not do well. Since Kingston High School has been labeled an ACHIEVING SCHOOL in math for 2012 the District feels this was a effective tool to use. . In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer The Learning Institute formative assessments and benchmark summative test score. We will report the results in our 2013/2014 Plan and use the results to determine whether the objectives of this Intervention/Program were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Program Evaluation</p>				
<p>The 2011-12, Mathematics program evaluation was determined ESEA in which Kingston's High School was deemed an ACHIEVING SCHOOL in MATH. We also used classroom walk throughs, formative tests, progress reports, Successmaker, teacher observations and AIP data sheets. Students appear to have met expected changes in knowledge, attitudes and behavior for the 7-12 grade range. This school year, we are purchasing license to use Catch UP math as a remediation tool. Action Type: Alignment</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
ALIGNMENT: The teacher attended professional development meetings relating to intergration of Common Core Standards into the math program. Action Type: Alignment	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
ALIGNMENT: Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Alignment	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers observe each other's classroom to gain knowledge on how specific instruction is given in the areas of math, reading language arts, and science. Action Type: Alignment Action Type: Collaboration	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and/or Title One Funds are used to hire a Instructional Administrator to help provide and coordinate our Literacy and Math Curriculum as well as provide mentoring activities. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
POINT IN TIME REMEDIATION:AIPs/IRIs~~ When considering students at risk we look beyond NRT and CRT scores and include formative assessments to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>progress. The intervention (AIP) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I, Para-Pros and Licensed teachers, on a daily basis. Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: All positions that are designated as "HIGHLY QUALIFIED: by standards will be sought for hiring. In the event a HQT can not be found, the person hired will be placed on an Alternative Licensure Plan or become highly qualified through a Non-traditional Licensure Program. Paraprofessionals will meet "highly qualified" status prior to being hired. Jasper School District has a well-defined professional development program that insures each teacher is acquiring the training needed to grow and develop to his/her potential to meet the needs of our various populations. Action Type: Equity Action Type: HQT-Section 2141 Action Type: Title I Schoolwide</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement (3 hours parental involvement for administrators). Teachers responsible for teaching Arkansas History will receive 2 hours of professional development for that area. In addition to the teacher requirements, administrators will annually receive professional development in data</p>	<p>Melissa Parks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>analysis, instructional leadership, and fiscal management. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: The district will advertise vacant positions in local and state newspapers, online websites, and offer a competitive salary. When necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and, if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent engagement nights, parent teacher conferences, and "meet the teacher night." Our school works with our PTA and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of materials for our parents to check out and use at home. Action Type: Collaboration Action Type: Equity</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement Action Type: Title I Schoolwide				
TRANSITION: A conference is held in the fall for special needs students who have turned 16. Arkansas Rehabilitation sends a counselor to speak. In the spring, special needs Seniors meet with this counselor again to seek counseling. Other agencies are invited as well. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Sharron Murrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what PD is offered, going forward. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. (Required by Smart Accountability SI). The group analyzed test results from the following exams:	Marshs Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>Augmented Benchmark 2009-11. We have examined the results of the combined population, economically disadvantaged and caucasian. The results have been shared with the entire faculty. In addition, we have studied our graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. we recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations. Action Type: Title I Schoolwide</p>				
Total Budget:				\$17149

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
<p>A. INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection. Each teacher will provide a class syllabi explaining teacher expectations and communication information, and testing information.. PARENTAL INFORMATION: Information related to school and parent programs will be sent to parents in the language they are accustomed to reading such as: newsletters, calendars,</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

pamphlets, and other materials that pertain to student/parent/school communication. Action Type: Collaboration Action Type: Parental Engagement				
B. PARENTAL INVOLVEMENT MEETINGS: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: What students will be learning; How students will be assessed; What parents should expect for their child's education; planned activities that parents will be invited to participate include: Science Fair Orientation and open house, Band concerts, Parent/Student Literacy Night, Parent/Math Night and Veterans Day Programs. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
C. VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book listing. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home will be made available to all parents. Action Type: Collaboration Action Type: Parental Engagement	Ruby Davidson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
D. RESOLUTION PROCESS: Each student is given a Student Handbook which will include the schools process for resolving parental concerns and tips for how parents can foster their child's success. It includes how to define a problem, whom to approach first, and how to develop solutions. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
E. PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions	Alice Smith	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>F. PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Action Type: Parental Engagement</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>G. PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school.. OTHER REASONABLE PARENTIAL INVOLVEMENT SUPPORT: The school district administration, building principals, teachers, and staff will within our abilities meet all requests of parents that is reasonable and fosters the academic needs of the student. Action Type: Collaboration Action Type: Parental Engagement</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>H. PARENT TEACHER CONFERENCES/PROVIDE ASSISTANCE TO PARENTS: To encourage communication with parents, the school will schedule no fewer that two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week grading period.School staff will post grades to ed-line for student's weekly progress monitoring, provide parents with teacher's prep time so parent can conference during the school day, and provide a hard copy of mid-term and</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

nine week grades Action Type: Parental Engagement				
I. PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
J. PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
K. 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: Parental Engagement Action Type: Professional Development	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
L. OPEN HOUSE: Our school will host open-house for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>M. SCHOOL-PARENT COMPACT: Our school has developed and distributes annually, to all students, at the beginning of school, a School-Parent Compact. The School-Parent Compact is a component of the school Title 1 Parental Involvement Policy, and is a written agreement between the school, the parents and children served. The compact identifies the activities that the parents, school staff, and the student will undertake to share the responsibility for improved achievement to help meet the State's high academic standards. Parents are asked to return the document with the appropriate signatures to the school office. Signed Compact's will be kept on file in the school office. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>N. PARENT CENTER: A parent center will be accessible to all parents. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents. Materials and supplies will be purchased to support parental involvement. This activity is supplemental to the program or activity already implemented with state or local funds.. PARENT TRAINING: Provide the parent center with pamphlets that gives tips for student academic success and homework time. Provide a demonstration of a lesson at the parent's request. Provide a web-based site that parents can watch the lesson. Provide computer space in the library for parent interaction. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Ruby Davidson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p>O. FORMATIVE EVALUATION: A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement activities.</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
P. 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. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Q. ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Collaboration Action Type: Parental Engagement	Nona Jackson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
R. PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$

<p>and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>PARENT INVOLVEMENT PROGRAMS AND ACTIVITIES: Our school will host open-house for each grade level prior to the first day of school in which parents are asked to sign and request the types of activities he/she would like to volunteer for during the school year. The school Counselor will schedule an appointment in the spring to review the curriculum with parents of sixth graders to review subjects in smart core and core and answer parent questions. Parents are mandated to participate on ACSIP and student handbook committees. Encourage parents to attend PTSA meetings. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials \$400.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent engagement nights, parent teacher conferences, and "meet the teacher night." Our school works with our PTA and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of materials for our parents to check out and use at home. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials \$400.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>Total Budget:</p>				<p>\$1000</p>

Priority 2: To improve literacy skills and remain the status of ACHIEVING in literacy. THREE YEAR DATA TREND PER ESEA (2012)NEEDS IMPROVEMENT STATUS (2013)ACHIEVING STATUS

1. DATA BELOW REFLECTS THE GAINS THAT MUST BE MAKE TO MEET AMO'S FOR
2. PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR.
- 3.
4. PERFORMANCE:
5. ALL STUDENTS:
6. 84.00//91.35--need to gain 7.35
7. TAGG:
8. 84.33//87.07--need to gain 2.74
9. HISPANIC:
10. 100//62.50--continue to grow
11. CAUCASIAN:
12. 83.72//92.19--need to gain 8.47
13. ECONOMICALLY DISADVANTAGED:
14. 86.21//87.07--need to gain 0.86
15. STUDENTS WITH DISABILITIES:
16. 33.33//25.00--continue to grow
17. GROWTH:
18. ALL STUDENTS:
19. 92.59//95.31--need to gain 2.20
20. TAGG:
21. 94.12//91.18--need to continue to grow
22. HISPANIC:
23. N<10//N<10
24. CAUCASIAN:
25. 92.00//95.16--need to gain 1.19
26. ECONOMICALLY DISADVANTAGED:
27. 94.12//91.18--continue to grow
28. STUDENTS WITH DISABILITIES:
29. n<10//25
- 30.
31. TLI indicates that one student out of 16 (<1%)is to be remediated (AIP)in
32. seventh grade.
33. TLI indicates that two students out of 18 (12%)is to be remediated (AIP) in
34. eighth grade.
35. TLI indicates that four students out of 16 (25%) scored basic.
- 36.
37. NEEDS ASSESSMENT:
38. NEEDS for Grade 7: Same as for 2011-12
39. Augumented Benchmark CRT SCORES for 2011-12
40. Grade 7: MC: Reading Content Passage; OR--Reading Content and Practical
41. Passage; Writing: Content and Style;however, this was above 75%.
42. Proficient and Advanced:
43. 2011: 80%
44. 2012: 84%..a 4% increase
45. 2013: 94%..a 10% increase
46. Needs for Grade 8: 2013: Same as for 2012.
47. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 48.
49. 2011: 100%

50. 2012: 92%.. a decrease of 8% from previous year
51. 2013: 89%..a decrease of 3% from previous year
52. Needs f0r 11 grade Literacy:(2013)Same as for 2011-12.
53. Grade 11 Literacy:
54. MC: Reading Literary Passage
55. OR: Reading Content and Practical Passages
56. Writing Content;however it was at or above 75%.
57. Proficient or Advanced:
58. 2011: 83%
59. 2012: 80%...decreased 3%, but have improved 22% since 2010.
60. 2013: 63%--decreased 17%
- 61.
- 62.
63. ESEA Subgroups 2012 Performance 2012 Growth
64. African Americans n < 10 n < 10 n < 10 n < 10 n < 10
n < 10
65. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
66. White 41: 82.93/ 90.45 //25 92.00/ 94.09
67. Economically Disadvantaged 32: 84.38 /84.20 //17:
94.12/ 89.22
68. English Learners n < 10 n < 10 n < 10 n < 10 n < 10
n < 10
69. Students with Disabilities n < 10 n < 10 n < 10 n < 10
10 n < 10 n < 10
- 70.
- 71.
- 72.
- 73.
74. Graduation Rate:
75. 2010:94.8%
76. 2011:90.91% meet
77. 2012:95% meet
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.
- 86.
- 87.
- 88.
- 89.
- 90.

Goal The goal for literacy students in Kingston High School is to meet or exceed Literacy Performance AMO or the Literacy Growth AMO for all groups for the 2013-14 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also a goal to meet the graduation rate.

Benchmark In 2014-15 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:
 All Students: 94.17/92.31
 TAGG:90.28/88.51
 Hispanic:na/66.67
 Caucasian: 93.52/93.05

Economically Disadvantage: 90.28/88.51
 Students with Disabilities:100.00/33.33

In 2013-14 school year, not all student met the projected AMOs; therefore, Kingston High School in literacy has a needs improvement status.

Intervention: To improve open-response in all areas of math using the new Bloom's Taxonomy.				
Scientific Based Research: Marzano, Robert J. & Kendall, John S., The New Taxonomy of Educational Objectives, Corwin Press. 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: The resource and Gifted & Talented teachers along with personnel in charge of AIPs/IRIs, 504 students, and RtI students will collaborate to create differentiated lesson plans to aide special needs students. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Providing funds for supplemental Accelerated Reader materials and supplies. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, The Learning Institute module results, lesson plans, and classroom walk throughs. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Setting aside funds for library automation License renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Collaboration Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library 	Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
Setting aside state and federal professional development funds for appropriate administrators	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>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 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. Teachers must have 60 hours of professional development in which the following is mandatory annually: 1. Two hours of parental involvement, 2. Six hours of technology, 3. Two hours of Arkansas History if you teach in that content area, and 4. The remainder of the required 60 hours will be taken from the school district, area cooperatives, IDEAS, or State/National Conferences for the teachers' instructional content area. Administrations are mandated to receive sixty hours of PD in the following areas annually: 1. Three 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; 2) Two hours annually for data disaggregation; 3) One hour for Lottery Scholarship after the initial 3 hours as a beginning administrator; 4) The remaining sixty hours should include instructional leadership, fiscal management, or any area that is necessary to stay atop of the running of</p>				
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<p>a school building. State funds may also be used for bus driver training and 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. Federal professional development funds are supplemental to the program already implemented with state or local funds. Action Type: Professional Development</p>				
<p>AIPs/IRIs/REMEDIATION: Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES 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 teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVALUATION OF INTERVENTION: Excuted during the school year 1. Classroom walk throughs: to determine if the classroom and instruction is condusive to student learning. 2. Flag and reteach TLI questions below 75%. 3. Teacher observation and assessment of classroom projects, research, labs, writign assignments and classwork. 4. Use beginning of the year and ending of the year data for DRA's, AR Reading, and Star Reading and analysing the data from EOC Literacy 11 and Benchmarks for</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>literacy for 2011. 5. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. 6. Monitoring of AIPs/IRIs, RtIs, differentiated lesson plans by building principal and district staff.</p> <p>SUMMATIVE EVALUATIONS: Used to determine the effectiveness of the intervention 1. NRT (ITBS) and CRT(Benchmark and EOC) 2. Meeting or exceeding AMO's for performance and growth 3. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative sense,...which need revision...and which need to be abandoned.</p> <p>PROGRAM EVALUATION: Kingston High School did not meet the AMO in literacy for 2011-12 for all students in either the area of performance or growth. Data for the program evaluation for the ESEA AMO's will be evaluated in the summer and fall of 2013 by looking literacy performance and growth AMOs.</p> <p>EFFECTIVENESS OF THE INTERVENTION/PROGRAM: The effectiveness of the intervention will be determined by improving TLI targeted areas for 2012, analysing EOC Literacy 11 and Benchmark scores in 2012 (pinpointing weak areas), and looking at the ESEA Accountability Report to see points needed to meet or exceed the AMOs for literacy performance and growth for the TAGG and All students groups.</p> <p>Action Type: Program Evaluation</p>					
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PROGRAM EVALUATION: The 2013 Literacy program evaluation will be determined by the success or failure of the ESEA AMOs targets. Action Type: Program Evaluation	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% TLI target level for each modular during the school year. Action Type: Alignment Action Type: Collaboration	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Setting aside funds to implement Renaissance Place web based Accelerated Reader/Star Math. This purchase is supplemental to programs already provided with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teaching Aids 	Title I - Purchased Services: \$1040.00 <hr/> ACTION BUDGET: \$1040
SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet weekly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use Rubrics to measure student performance. Through our comprehensive core literacy program we meet the needs of our student population by instructing in the 5 essential elements, as determined by the National Reading Panel. We will frequently monitor and adjust lesson plans and strategies as we learn the Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
<p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 7,8 and 9 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. Our data analysis led us to conclude that the following areas reflect our greatest need: content and practical in reading, and content and style writing. IN addition, we meet in teams, (weekly) and as an entire faculty (monthly) to review formative, real time classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom Instruction</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

<p>POINT IN TIME REMEDICATION We ensure that all students experience a rigorous curriculum that is conducive to Common Core Standards. We offer the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stake Exams. Each student scoring below proficient has an AIP created with the involvement of parents, teachers and counselors. Parents are required to sign the AIP's at the beginning of the school year and when completed. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams. We coordinate and integrate our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state services resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. We use Title One and NSLA Funds to hire Highly Qualified Instructional Facilitators, in Math and Literacy. These personnel provide a variety of mentoring activities in our school. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>AIPs~~THE LEARNING INSTITUTE (TLI): (A)Melissa Parks, curriculum administrator, will attend The Learning Institute trainings. She will train the remainder of the staff of changes in the TLI system. (B)Teachers will print Student Accountability Reports and</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>distribute them to parents during parent teacher conferences. (C) Teachers will align curriculum and select SLEs for specific modules. (D) Teachers will administer interim assessments on specific dates. (E) Teachers will meet with Mrs. Parks and building principal to discuss student strengths and weaknesses. (F) Teachers will design lessons to meet the areas of student weakness as demonstrated by their interim assessment scores that will be demonstrated through their lesson plans. (G) At the end of each module, teachers will type detailed notes in the TLI program for future reference for the next teacher(s) detailing what specific assessments, reinforcements and instructional materials were used. (H) Modules are reassessed to determine any changes that need to be made and meet in teams to discuss changes to meet Common Core Standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Setting aside funds for literacy supplies in the classroom. This purchase is supplemental to programs already implemented with state and local funds.</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>Title I - Materials & Supplies: \$1500.05</p> <hr/> <p>ACTION BUDGET: \$1500.05</p>
<p>Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds.</p> <p>Action Type: Alignment</p>	<p>Melissa Parks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Purchased Services: \$4333.00</p> <hr/> <p>ACTION BUDGET: \$4333</p>

<p>Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased Services: \$2627.00</p> <hr/> <p>ACTION BUDGET: \$2627</p>
<p>To increase parental involvement with his/her student's education, the following will be done: 1. Discuss an academic improvement plan with the parent(s) at the first parent/teacher conference and get parent signature. 2. Plan parent/teacher conferenced at four weeks of the 1st quareter and at 4 weeks of the 3rd quareter of the school year. 3. Plan a literacy parent night. 4. Cap conferences with the school counselor. 5. Encourage parents to attend game night with students at the Kingston Community Library. 6. Attend awards night with his/her child. Action Type: Parental Engagement</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Public Library • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds to purchase 30 Computers @ \$990 each for use in a student lab to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials & Supplies: \$15000.00</p> <p>NSLA (State-281) - Materials & Supplies: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$25000</p>

for with local funds. Action Type: Technology Inclusion				
Setting aside Title 6A funds to be used like Title 2D for the purchase of the Microsoft Enrollment for Education Solutions (EES). This provides Microsoft software services and virus protection under a single agreement. These services are supplemental to those already provided with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		Title VI State - Purchased Services: \$1020.00 <hr/> ACTION BUDGET: \$1020
Setting aside money to provide an after school tutoring program, including student transportation. Certified teachers will be paid at a rate of \$25 per hour. Travel is reimbursed to the district at the state approved transportation rate of \$3.84 per mile.	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$420.00 NSLA (State-281) - Employee Benefits: \$500.00 NSLA (State-281) - Employee Salaries: \$2000.00 NSLA (State-281) - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$5420
Setting aside money for the purpose of acquiring connectivity linkages, resources and services (including the acquisition of hardware, equipment and software) for use by students and teachers for use in the classroom or school library in order to improve student academic achievement. An additional 50megs of broadband will be purchased to supplement the current connectivity. Also, this includes the running of additional fiber line, monthly service charges, equipment to manage broadband speed, and data	Margie Rutledge	Start: 07/01/2014 End: 06/30/2014		Title II-D - Capital Outlay: \$3350.00 <hr/> ACTION BUDGET: \$3350

filtering equipment. Erate is funding 80% of the cost of this project. Title 2D money is being allocated for the remaining portion. This will allow our students and teachers equitable access to broadband services and assist in improving student achievement and close the achievement gap.				
Setting aside funds to hire a 1.0 highly qualified teachers aide (Claudette Walker) to work under the direct supervision of a highly qualified teacher.	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$18597.00 Employee Salaries: NSLA (State-281) - \$4650.00 Employee Benefits: <hr/> ACTION BUDGET: \$23247
Total Budget:				\$69537.05

Priority 3:

It is the policy of Kingston High School to comply with all state and federal regulations relating to nutrition and physical activity. Three Year Trend: Our district is becoming a Coordinated Health School. A district team has attended CHS seminars and as begun implementing the components of staff health and family/parent involvement. The free and reduced eligibility has only increased by 2%. The unemployment rate has increased by 1.5%. In this downward economy swing, it will be hard for parents to buy healthy foods. However, we will be focusing on healthy food choices, more exercise, and tobacco related issues.

Supporting Data:

1. Kingston High School Body Mass Index data presented indicates the percentage of
2. students who may be at risk of poor academic performance.
3. 2010-11 BMI Classification Data:
4. Grade 8:
5. 5 Males~~NA < ten
6. 13 Females~~53.8% Healthy or underweight; 46.2% overweight or obese
7. Grade 10:
8. 4 Males~~NA < ten
9. 7 Females~~NA < ten
10. 2009-10 A report for this school is not available for this year.
- 11.
12. Body Mass Classifications 2008-09:
13. 12 Males, 58.3% Healthy or Underweight, 41.7% Overweight or Obese.
14. 13 Females, 38.5% Healthy or Underweight, and 61.5% Overweight or Obese.
- 15.
16. Body Mass Index Data SY 2007-08 of the 96 student population, 30 students were
17. assessed. Of the students assessed, the following represents the percent of
18. students at risk of overweight and overweight:

19. High School: Males-38.9%, Females-25.0%
- 20.
- 21.
22. Body Mass Index Data SY 2006-07: of the 94 student population, 81 students
23. were assessed. Of the students assessed, the following represents the percent
24. of students at risk of overweight and overweight:
25. High School: Males-35.4%, Females-36.4%
- 26.
- 27.
- 28.
- 29.
30. School Health Index
31. Overall Score Card
32. 2010-11: The SHI was not performed~~no data results
33. For each module (row), write the score in the column where the Module score
34. falls.
35. Low 0-20%, 21-40%; Medium 41-60%, 61-80%;
36. High 81-100%:
37. School Health Policies and Environment -
38. Module 1 -
REQUIRED 80%
39. Health Education -
40. Module 2 -
REQUIRED 71%
41. Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED
42. 79%
43. Nutrition Services -
44. Module 4 -
REQUIRED 38%
45. School Health Services -
46. Module 5 -
OPTIONAL
47. School Counseling, Psychological, and Social Service - Module 6 - OPTIONAL
- 48.
49. Health Promotion for Staff -
50. Module 7 -
OPTIONAL
51. Family and Community Involvement - Module 8 -
REQUIRED 11%
- 52.
- 53.
- 54.
55. 2010-11: Free and Reduced Eligibility:59%
56. 2009-10: Free and Reduced Eligibility:59%
57. 2008-09:Free and Reduced Eligibility:57%
- 58.
- 59.
- 60.
- 61.
62. Madison County Unemployment Rate: Month of December
- 63.
64. 2010: 6.8%
65. 2009: 6.4%

- 66. 2008: 5.3%
- 67.
- 68. An increase of 1.5% in the last 3 years.
- 69.
- 70. Graduation Rate:
- 71. 2008~67%
- 72. 2009~95%
- 73. 2010~RV (restricted value less than 10)
- 74.
- 75.
- 76.
- 77.
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.

Goal Kingston High School will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark At the end of 2013-14 school year, 3% of high school students will have decreased the BMI classification.

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 at http://www.nal.usda.gov/fnic/pubs_and_db.html . 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
Beginning this school year, Jasper School District will design and renovate part of the auditorium on the Jasper Campus into a wellness center. A wellness center coordinator has already been hired. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Nurse/Well Center Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Kingston High School will: (1) provide support to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>and physical activity curriculum and student health.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>Kingston High School will provide a pleasant environment and monitor 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: Title I Schoolwide Action Type: Wellness</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kingston High School will support 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: Alignment Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<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 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 Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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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 (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Kingston High School will support making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. 1. Received CWIP grant for middle school-grades 7/8. 2. Encourage all students to eat breakfast before school and "Grab-n-GO" between first and second class periods. 3. Have taken out all vending machines for food 4. Allow only water in vending machine. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Kingston High School will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. 1. Establish a healthy staff program/competition 2. Set up blog/communication system to share information from campus to campus 3. Allow staff to exercise during his/her prep period. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Kingston High school will attempt to involve parents in physical activity and nutrition education through 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	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$

<p>compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>Kingston High School 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: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kingston High School will ensure that the Wellness Committee will 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 to the program by all students. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kingston High School will support 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</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>Tasks of District Lunchroom Supervisor:</p> <ol style="list-style-type: none"> 1. Set up class tours of the cateteria for each campus. 2. Put a suggestion box on each campus for lunch. 3. Create a top 10 list of facts parents should know about school lunches. 4. Communicate with each campus having two entrees (salad bar and potatoe bar). 5. Examine information on Bronze lunch award. <p>Tasks for District School Nurses:</p> <ol style="list-style-type: none"> 1. Split the 9 school months into Health awareness months~~each nurse takes three months , distributes the information monthly in staff mailboxes. 2. Select one day a week that health services will be offered/opened and set for staff to have blood pressure, weight, and glucose checked. 3. Ensure Asthma plans are available and up-to-date. <p>Tasks of the Principal:</p> <ol style="list-style-type: none"> 1. Ensure recess/PE is not taken away from students 2. Recommend parents to participate on 	<p>District Administration</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Coordinated School Health Team</p> <p>3. Communicate with staff importance of a healthy atmosphere</p> <p>4. When dealing with students and tobacco issues--recommend cessation options</p> <p>5. Manage Crisis Plan</p> <p>6. Inform parent and community members of the new exercise and playground equipment received from the JUA grant. There will be a Grand Day opening in November of 2012 for community to use these facilities.</p> <p>Tasks of District Administrators:</p> <p>1. Find Physical Education curriculum for K-12</p> <p>2. Research grants for incentives</p> <p>3. Establish a healthy staff program/competition</p> <p>4. Set up blog/communication system to share information from campus to campus</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>				
Total Budget:				\$0

Intervention: The School nurse; a vital member of the education team.

Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, education Horizons.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE School nurse to supplement required district nurse. This employment is supplemental to the program already implemented with state or local funds.	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Salaries: \$19241.00 NSLA (State-281) - Employee Benefits: \$4810.50

Action Type: Title I Schoolwide				ACTION BUDGET: \$24051.5
The school nurse will conduct assemblies to inform students about healthy lifestyle, importance of eating healthy and being physically active. Action Type: Collaboration Action Type: Program Evaluation	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Total Budget:				\$24051.5

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Anderson	Art K-12	Literacy/Math
Classroom Teacher	Ashlee Choate	English Teacher	7-12 Literacy
Classroom Teacher	Barbara Barkley	Music k-12	Literacy/Math
Classroom Teacher	Casey Davidson	Classroom Teacher	7-12 Math
Classroom Teacher	Cheryl Meyers	Agri Teacher	Literacy/Math
Classroom Teacher	Delene McCoy	GT	Literacy
Classroom Teacher	Jared Henry	Social Studies	Literacy
Classroom Teacher	Kevin Meythaler	Teacher	Literacy/Math
Classroom Teacher	Mike Parker	Health Teacher/Coach	Wellness
Classroom Teacher	Mike Parker	CO Teacher/Boy's Coach	Literacy/Math/Wellness
Classroom Teacher	Pat Summers	Coach/Health	Wellness
Classroom Teacher	Phil Collines	Science	Literacy/Math
Classroom Teacher	Sharron Murrell	Resource k-12	Literacy/Math
Classroom Teacher	Tessa Bunch	FACS Teacher	Literacy/math
District-Level Professional	Melissa Parks	Curriculum Administrator	Literacy/Math
Non-Classroom Professional Staff	Alice Smith	Counselor	Wellness
Non-Classroom Professional Staff	Delia Bowen	School Nurse	Wellness
Non-Classroom Professional Staff	Kaela Hawkins	Media Specialists	Literacy
Parent	Kathy Cline	Community Member	7-12 Math
Parent	Misty Murrell	Business Owner	Wellness