



# 2012-2013 ARCHIVE

## Source of Funds Report

JASPER SCHOOL DISTRICT

### Source of Funds Report

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

Total Amount Reported: \$550899.14

Generated on September 16, 2014

### JASPER ELEMENTARY SCHOOL -- \$80943.14

Source of Funds: NSLA (State-281) - Capital Outlay -- \$42883.14

**Priority 1:** Literacy

**Goal:** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$6611

**Priority 1:** Literacy

**Goal:** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$26444

**Priority 1:** Literacy

**Goal:** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671

**Priority 1:** Literacy

**Goal:** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and

word journeys: and written expression skills focusing on content and style in writing prompt areas.  
Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$4334

**Priority 1: Literacy**

**Goal:** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

**JASPER HIGH SCHOOL -- \$79553**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$30510

**Priority 2: To Improve Literacy Skills**

**Goal:** All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$7808

**Priority 1: To Improve Math Skills**

**Goal:** All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$31230

**Priority 1: To Improve Math Skills**

**Goal:** All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$5671

**Priority 2: To Improve Literacy Skills**

**Goal:** All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$4334

**Priority 2: To Improve Literacy Skills**

**Goal:** All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

**JASPER SCHOOL DISTRICT -- \$92889**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$17578

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 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.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$70312

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 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.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$4999

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 Annual Measurable Objective.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Purchased Services".

**KINGSTON ELEMENTARY SCHOOL -- \$83545**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$24285

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$11212

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

**Priority 3: Wellness**

**Goal:** Kingston Elementary 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.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$43043

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

**Priority 3: Wellness**

**Goal:** Kingston Elementary 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.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to retain the Achieving School status in

Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$4334

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

**KINGSTON HIGH SCHOOL -- \$75141**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$28485

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$8302

**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 2012-13 school year.

**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.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$33349

**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 2012-13 school year.

**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.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$4334

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

**OARK ELEMENTARY SCHOOL -- \$51864**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$16785

**Priority 1: To Improve Literacy Skills**

**Goal:** All students will improve their reading comprehension and writing skills across the curriculum.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$5899

**Priority 2: Improve Mathematics Skills**

**Goal:** All students will show an improvement in math problem solving skills.

**Priority 3: Wellness**

**Goal:** Oark Elementary 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 as identified by the Coordinated Health components.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$24175

**Priority 2:** Improve Mathematics Skills

**Goal:** All students will show an improvement in math problem solving skills.

**Priority 3:** Wellness

**Goal:** Oark Elementary 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 as identified by the Coordinated Health components.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671

**Priority 1:** To Improve Literacy Skills

**Goal:** All students will improve their reading comprehension and writing skills across the curriculum.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$4334

**Priority 1:** To Improve Literacy Skills

**Goal:** All students will improve their reading comprehension and writing skills across the curriculum.

#### **OARK HIGH SCHOOL -- \$86964**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$23985

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$5899

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

**Priority 3:** Wellness

**Goal:** Oark 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 screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$24075

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

**Priority 3:** Wellness

**Goal:** Oark 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 screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

**Priority 2:** Mathematics

**Goal:** All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$32334

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

**Priority 2:** Mathematics

**Goal:** All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

**Priority 5:** TIP Initiative

**Goal:** Scholastic Audit

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**JASPER ELEMENTARY SCHOOL -- \$80943.14**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

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**Source of Funds: NSLA (State-281) - Capital Outlay -- \$42883.14**

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2012 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage.
- 5.
- 6.
7. LITERACY:
8. Jasper Elementary is an Achieving School in Literacy, meeting 2012 Performance
9. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
10. was not met for the TAG group and 2012 Performance was not met for Students
11. with Disabilities.
- 12.
13. THREE YEAR DATA TREND STATEMENT:
14. Three year data trends for the years 2010,2011, and 2012 in 3rd grade- 77%, 73%
15. and 86%. For 4th grade- 71%, 67%, and 80%. For 5th grade- 83%, 88%, and 84%.
16. The 6th grade trend was 80%, 82%, and 88%.
- 17.
- 18.
19. Jasper Elementary School's Attendance Rate for
20. 2011-2012 97.5%
21. 2010-2011 96%
22. 2009-2010 96%
- 23.
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- 25.
- 26.
- 27.
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- 31.
- 32.
- 33.
- 34.

Supporting Data:

Goal

Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization:

vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

Benchmark In 2012 Jasper Elementary was ranked as an Achieving School in Literacy. The TAGg group failed to meet 3 year goals, and Students with Disabilities failed to meet the Performance AMO. In 2012-13, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2013 are 79093 for all students, and 78.19 for the TAGG. Growth goals are 74.11 for all students and 73.89 for the TAGG.

Intervention: The staff at Jasper Elementary School will utilize the strategies from Total Instructional Alignment. The staff will utilize the Learning Institute for curriculum alignment.

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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to purchase lap top computers or a set of Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds. Action Type: Equity Action Type: Technology Inclusion	David Dunlap	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$28,931.14 Capital Outlay: <hr/> ACTION BUDGET: \$28,931.14
Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be utilized. This lack of wireless technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$13,952.00 Capital Outlay: <hr/> ACTION BUDGET: \$13,952.00
Total Budget:				\$42,883.14

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$6611**

Priority 1:

Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2012 test data in grades 3-6 shows overall weakness in Writing Multiple Choice and in Reading Practical Passage.
- 4.
- 5.
- 6.
7. LITERACY:
8. Jasper Elementary is an Achieving School in Literacy, meeting 2012 Performance
9. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
10. was not met for the TAG group and 2012 Performance was not met for Students
11. with Disabilities.
- 12.
13. THREE YEAR DATA TREND STATEMENT:
14. Three year data trends for the years 2010,2011, and 2012 in 3rd grade- 77%, 73%
15. and 86%. For 4th grade- 71%, 67%, and 80%. For 5th grade- 83%, 88%, and 84%.
16. The 6th grade trend was 80%, 82%, and 88%.
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19. Jasper Elementary School's Attendance Rate for
20. 2011-2012 97.5%
21. 2010-2011 96%
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- 23.
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- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.

Supporting Data:

Goal Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

Benchmark In 2012 Jasper Elementary was ranked as an Achieving School in Literacy. The TAGg group failed to meet 3 year goals, and Students with Disabilities failed to meet the Performance AMO. In 2012-13, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2013 are 79093 for all students, and 78.19 for the TAGG. Growth goals are 74.11 for all students and 73.89 for the TAGG.

Intervention: The staff at Jasper Elementary School will utilize the strategies from Total Instructional Alignment. The staff will utilize the Learning Institute for curriculum alignment.



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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified Elementary Counselor to supplement required .50 counseling position to full time elementary counselor. This employment is supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$6,611.00 Employee Benefits: <hr/> ACTION BUDGET: \$6,611.00
Total Budget:				\$6,611.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$26444**

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2012 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage.
- 5.
- 6.
7. LITERACY:
8. Jasper Elementary is an Achieving School in Literacy, meeting 2012 Performance
9. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
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14. Three year data trends for the years 2010,2011, and 2012 in 3rd grade- 77%, 73%
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19. Jasper Elementary School's Attendance Rate for
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21. 2010-2011 96%
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Supporting Data:

- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
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**Goal** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

**Benchmark** In 2012 Jasper Elementary was ranked as an Achieving School in Literacy. The TAGg group failed to meet 3 year goals, and Students with Disabilities failed to meet the Performance AMO. In 2012-13, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2013 are 79093 for all students, and 78.19 for the TAGG. Growth goals are 74.11 for all students and 73.89 for the TAGG.

Intervention: The staff at Jasper Elementary School will utilize the strategies from Total Instructional Alignment. The staff will utilize the Learning Institute for curriculum alignment.				
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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified Elementary Counselor to supplement required .50 counseling position to full time elementary counselor. This employment is supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$26,444.00 <hr/> ACTION BUDGET: \$26,444.00
Total Budget:				\$26,444.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671**

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2012 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage.
- 5.
- 6.
7. LITERACY:

Supporting Data:

8. Jasper Elementary is an Achieving School in Literacy, meeting 2012 Performance
9. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
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**Goal** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

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**Intervention:** The staff at Jasper Elementary School will utilize the strategies from Total Instructional Alignment. The staff will utilize the Learning Institute for curriculum alignment.

**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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for the purchase of The Learning	Melissa Parks	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	NLSA (State- \$334.00

Institute interim assessment testing service. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. The assessments are graded on scantrons. The license and maintenance of those machines are included. Action Type: Alignment Action Type: Program Evaluation		End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	281) - Materials & Supplies:  ACTION BUDGET: \$334.00
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional development. Action Type: Professional Development	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$337.00  ACTION BUDGET: \$337.00
Total Budget:				\$671.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$4334**

Priority 1: Literacy

Supporting Data:

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2012 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage.
- 5.
- 6.
7. LITERACY:
8. Jasper Elementary is an Achieving School in Literacy, meeting 2012 Performance
9. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
10. was not met for the TAG group and 2012 Performance was not met for Students
11. with Disabilities.
- 12.
13. THREE YEAR DATA TREND STATEMENT:
14. Three year data trends for the years 2010,2011, and 2012 in 3rd grade- 77%, 73%
15. and 86%. For 4th grade- 71%, 67%, and 80%. For 5th grade- 83%, 88%, and 84%.
16. The 6th grade trend was 80%, 82%, and 88%.
- 17.
- 18.
19. Jasper Elementary School's Attendance Rate for

- 20. 2011-2012 97.5%
- 21. 2010-2011 96%
- 22. 2009-2010 96%
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.

**Goal** Elementary School Students will demonstrate literacy improvement in reading comprehension skills using specific strategies in the areas of content, literary, informative text, and practical passages, demonstrating knowledge of expository, persuasive, descriptive, and narrative text and using strategies for visual organization: vocabulary development through use of word skills and word journeys: and written expression skills focusing on content and style in writing prompt areas.

**Benchmark** In 2012 Jasper Elementary was ranked as an Achieving School in Literacy. The TAGg group failed to meet 3 year goals, and Students with Disabilities failed to meet the Performance AMO. In 2012-13, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2013 are 79093 for all students, and 78.19 for the TAGG. Growth goals are 74.11 for all students and 73.89 for the TAGG.

Intervention: The staff at Jasper Elementary School will utilize the strategies from Total Instructional Alignment. The staff will utilize the Learning Institute for curriculum alignment.

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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for the purchase of The Learning Institute interim assessment testing service. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. The assessments are graded on scantrons. The license and maintenance of those machines are included. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - \$4,334.00 Purchased Services: <hr/> ACTION BUDGET: \$4,334.00
<b>Total Budget:</b>				<b>\$4,334.00</b>

**JASPER HIGH SCHOOL -- \$79553**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

**Source of Funds: NSLA (State-281) - Capital Outlay -- \$30510**

Priority 2: To Improve Literacy Skills

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-336 Percentage-75.60 2012 AMO-71.10 TAGG: 223/68.61/64.55 Three Year Growth All students: # Applicable-207 Percentage-78.74 2012 AMO-74.18 TAGG: 147/74.83/69.45 3. GRADUATION RATE: 2011--84.78% 2010--90.19% 2009--90.8% ATTENDANCE RATE: 2012--96.75% 2010--98.2% 2009--99%
- 3.
- 4.

Supporting Data:

**Goal** All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

**Benchmark** Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the new ESEA Waiver. JHS achieved this by meeting the 2012 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 81.60 and the TAGG was 77.17. The 2012 AMO were 71.10 and 64.55, respectively. The 2013 AMO is 73.73 for all students and 67.78 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: 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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be utilized. This lack of wireless	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Capital Outlay: \$13,952.00 <hr/> ACTION BUDGET: \$13,952.00

technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion				
Setting aside funds to purchase lap top computers or a set of Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$16,558.00 Capital Outlay: <hr/> ACTION BUDGET: \$16,558.00
Total Budget:				\$30,510.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$7808**

Priority 1: To Improve Math Skills

1. 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. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. 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.
2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-410 Percentage-71.95 2012 AMO-69.45 TAGG-279/66.67/64.89 Three Year Growth: # Applicable-207 Percentage-64.73 2012 AMO-62.55 TAGG-147/57.82/56.07 3. GRADUATION RATE: 2012 2011--84.78% 2010--90.19% 2009--90.8% ATTENDANCE RATE: 2012--97.65% 2010--98.2% 2009--99%

Supporting Data:

Goal All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions.

Benchmark Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the new ESEA Waiver. JHS achieved this by meeting the 2012 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 77.55 and the TAGG was 73.87. The 2012 AMO were 69.45 and 64.89, respectively. The AMO for 2013 is 72.23 for all students and 68.08 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas from the ACTAAP tests.				
Scientific Based Research: 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. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified High School Counselor to supplement required .50 high school counseling position to full time high school counselor. This employment is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Benefits: \$7,808.00 <hr/> ACTION BUDGET: \$7,808.00
Total Budget:				\$7,808.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$31230**

Priority 1: To Improve Math Skills

Supporting Data:

- 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. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. 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.
1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-410 Percentage-71.95 2012 AMO-69.45 TAGG-279/66.67/64.89 Three Year Growth: # Applicable-207 Percentage-64.73 2012 AMO-62.55 TAGG-147/57.82/56.07 3. GRADUATION RATE: 2012 2011--84.78% 2010--



90.19% 2009--90.8% ATTENDANCE RATE: 2012--97.65% 2010--98.2%  
2009--99%

**Goal** All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions.

**Benchmark** Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the new ESEA Waiver. JHS achieved this by meeting the 2012 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 77.55 and the TAGG was 73.87. The 2012 AMO were 69.45 and 64.89, respectively. The AMO for 2013 is 72.23 for all students and 68.08 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas from the ACTAAP tests.				
Scientific Based Research: 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. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified High School Counselor to supplement required .50 high school counseling position to full time high school counselor. This employment is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - \$31,230.00 Employee Salaries: <hr/> ACTION BUDGET: \$31,230.00
Total Budget:				\$31,230.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$5671**

Priority 2: To Improve Literacy Skills

- NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-336 Percentage-75.60 2012 AMO-71.10 TAGG: 223/68.61/64.55 Three Year Growth All students: # Applicable-207 Percentage-78.74 2012 AMO-74.18

Supporting Data:

TAGG: 147/74.83/69.45 3. GRADUATION RATE: 2011--84.78% 2010--90.19% 2009--90.8% ATTENDANCE RATE: 2012--96.75% 2010--98.2% 2009--99%

- 3.
- 4.

**Goal** All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

**Benchmark** Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the new ESEA Waiver. JHS achieved this by meeting the 2012 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 81.60 and the TAGG was 77.17. The 2012 AMO were 71.10 and 64.55, respectively. The 2013 AMO is 73.73 for all students and 67.78 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.

Scientific Based Research: 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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Materials & Supplies: \$334.00 <hr/> ACTION BUDGET: \$334.00
Setting aside funds to support the Arkansas Works Initiative Career Coach. These costs include Career Coaches' expenses (Travel, Training, Communications and Supplies only) and ACT Academy. This program is supplemental to those already provided by state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$5,000.00 <hr/> ACTION BUDGET: \$5,000.00
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$337.00 <hr/>

development. Action Type: Professional Development				ACTION BUDGET:	\$337.00
Total Budget:					\$5,671.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$4334**

Priority 2: To Improve Literacy Skills

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-336 Percentage-75.60 2012 AMO-71.10 TAGG: 223/68.61/64.55 Three Year Growth All students: # Applicable-207 Percentage-78.74 2012 AMO-74.18 TAGG: 147/74.83/69.45 3. GRADUATION RATE: 2011--84.78% 2010--90.19% 2009--90.8% ATTENDANCE RATE: 2012--96.75% 2010--98.2% 2009--99%
- 3.
- 4.

Supporting  
Data:

Goal All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the new ESEA Waiver. JHS achieved this by meeting the 2012 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 81.60 and the TAGG was 77.17. The 2012 AMO were 71.10 and 64.55, respectively. The 2013 AMO is 73.73 for all students and 67.78 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.

Scientific Based Research: 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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$4,334.00 <hr/> ACTION BUDGET: \$4,334.00

to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$4,334.00

**JASPER SCHOOL DISTRICT -- \$92889**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

**Source of Funds: NSLA (State-281) - Capital Outlay -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Capital Outlay".

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$17578**

Priority 1: Administrative Support For Academic Achievement

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
6. Achieving in Literacy, Needs Improvement in Math, and Needs Improvement in
7. Graduation Rate. Three years of test data was analyzed to determine educational
8. trends. In literacy the identified emphasis areas are: open response, writing
9. multiple choice, and reading practical passage. In Math the identified
10. emphasis areas are: open response, geometry measurement, data analysis and
11. probability, and language of algebra.
- 12.
13. 2012 Arkansas District ESEA Accountability Report
14. Enrollment: 890
15. Attendance Rate: 96.96% (3 QTR AVG)
16. Poverty Rate: 71.91%
17. Needs Improvement District
- 18.
19. Needs Improvement District Graduation Rate
20. # Expected Graduates Percentage 2011/ AMO 2011
21. Graduation Rate All Students 70 / 85.71 / 90.22
22. Targeted Achievement Gap Group 43 / 81.40 / 89.62
23. ESEA Subgroups

Supporting Data:

24. African Americans n < 10 n < 10 n < 10
25. Hispanic n < 10 n < 10 n < 10
26. White 66 86.36 92.36
27. Economically Disadvantaged 42 80.95 89.22
28. English Learners n < 10 n < 10 n < 10
29. Students with Disabilities 11 / 90.91 / 100.00
- 30.
31. Achieving District in Literacy
32. # Attempted Percentage 2012 AMO # Applicable  
Percentage 2012 AMO
33. 2012 Performance 2012 Growth
34. All Students 449 / 82.18 / 79.97 / 301 / 85.05 / 78.55
35. Targeted Achievement Gap Group 337 / 78.34 / 76.37 /  
228 / 82.46 / 76.18
36. Three Year Performance Three Year Growth
37. All Students 1326 / 79.41 / 79.97 / 900 / 79.44 /  
78.55
38. Targeted Achievement Gap Group 949 / 74.60 / 76.37 /  
652 / 75.77 / 76.18
39. ESEA Subgroups 2012 Performance 2012 Growth
40. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
41. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
42. White 437 / 81.92 / 79.68 / 295 / 84.75 / 78.13
43. Economically Disadvantaged 327 / 80.12 / 77.74 / 220 /  
84.09 / 77.50
44. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
45. Students with Disabilities 51 / 29.41 / 33.01 / 31 /  
45.16 / 40.68
- 46.
47. Needs Improvement District in Math
48. # Attempted Percentage 2012 AMO # Applicable  
Percentage 2012 AMO
49. 2012 Performance 2012 Growth
50. All Students 503 / 79.52 / 79.69 / 301 / 64.78 / 70.62
51. Targeted Achievement Gap Group 370 / 75.68 / 77.02 /  
228 / 62.28 / 67.29
52. Three Year Performance Three Year Growth
53. All Students 1498 / 78.30 / 79.69 / 900 / 68.11 /  
70.62
54. Targeted Achievement Gap Group 1060 / 74.43 / 77.02 /  
652 / 63.96 / 67.29
55. ESEA Subgroups 2012 Performance 2012 Growth
56. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
57. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
58. White 491 / 79.84 / 79.90 / 295 / 64.41 / 70.35
59. Economically Disadvantaged 358 / 77.09 / 78.45 / 220 /  
63.64 / 68.75
60. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
61. Students with Disabilities 54 / 44.44 / 47.37 / 31 /  
35.48 / 37.99
- 62.
- 63.

- 64.
- 65.
- 66.
67. The district uses Title 1, Title 2A, Title 6 state, ALE, Professional
68. Development and NSLA funds to supplement various instructional activities
69. throughout the district by providing funds for professional development in
70. areas of need, to purchase supplemental instructional materials, to support
71. emphasis in areas of greatest academic concern, and Title 2A class size
72. reduction funds in a high poverty school.
- 73.
- 74.
- 75.
- 76.
- 77.
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.
- 86.
- 87.

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 Annual Measurable Objective.

**Benchmark** By the end of school year 2012-13, the district will meet or exceed the following 2012 Annual Measurable Objectives: Literacy Performance- All students 79.97 and TAGG 76.37, Literacy Growth- All students 78.55 and TAGG 76.18, Math Performance- All students 79.69 and TAGG 77.02, Math Growth- All students 79.69 and TAGG 67.29, Graduation Rate- All students 90.22 and TAGG 89.62.

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
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	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) \$5,703.00 - Employee Benefits:

graduation rate. The program is supplemental to those already provided by state and local funds.				ACTION BUDGET:	\$5,703.00
Total Budget:					\$5,703.00

Priority 3: Wellness

Supporting Data:

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% 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.
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- 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 SY2012-13 there will be a ½% decrease in the number of students at-risk on the Body Mass Index screening.
- Benchmark In SY2012-13 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



Setting aside funds to hire a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the wellness center. Action Type: Wellness	Jeff Cantrell	Start: 06/30/2012 End: 07/01/2013		NSLA (State-281) - Employee Benefits: \$11,875.00
				ACTION BUDGET: \$11,875.00
Total Budget:				\$11,875.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$70312**

Priority 1: Administrative Support For Academic Achievement

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
6. Achieving in Literacy, Needs Improvement in Math, and Needs Improvement in
7. Graduation Rate. Three years of test data was analyzed to determine educational
8. trends. In literacy the identified emphasis areas are: open response, writing
9. multiple choice, and reading practical passage. In Math the identified
10. emphasis areas are: open response, geometry measurement, data analysis and
11. probability, and language of algebra.
- 12.
13. 2012 Arkansas District ESEA Accountability Report
14. Enrollment: 890
15. Attendance Rate: 96.96% (3 QTR AVG)
16. Poverty Rate: 71.91%
17. Needs Improvement District
- 18.
19. Needs Improvement District Graduation Rate
20. # Expected Graduates Percentage 2011/ AMO 2011
21. Graduation Rate All Students 70 / 85.71 / 90.22
22. Targeted Achievement Gap Group 43 / 81.40 / 89.62
23. ESEA Subgroups
24. African Americans n < 10 n < 10 n < 10
25. Hispanic n < 10 n < 10 n < 10
26. White 66 86.36 92.36
27. Economically Disadvantaged 42 80.95 89.22
28. English Learners n < 10 n < 10 n < 10
29. Students with Disabilities 11 / 90.91 / 100.00
- 30.
31. Achieving District in Literacy
32. # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO

Supporting Data:

33. 2012 Performance 2012 Growth
34. All Students 449 / 82.18 / 79.97 / 301 / 85.05 / 78.55
35. Targeted Achievement Gap Group 337 / 78.34 / 76.37 / 228 / 82.46 / 76.18
36. Three Year Performance Three Year Growth
37. All Students 1326 / 79.41 / 79.97 / 900 / 79.44 / 78.55
38. Targeted Achievement Gap Group 949 / 74.60 / 76.37 / 652 / 75.77 / 76.18
39. ESEA Subgroups 2012 Performance 2012 Growth
40. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
41. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
42. White 437 / 81.92 / 79.68 / 295 / 84.75 / 78.13
43. Economically Disadvantaged 327 / 80.12 / 77.74 / 220 / 84.09 / 77.50
44. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
45. Students with Disabilities 51 / 29.41 / 33.01 / 31 / 45.16 / 40.68
- 46.
47. Needs Improvement District in Math
48. # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO
49. 2012 Performance 2012 Growth
50. All Students 503 / 79.52 / 79.69 / 301 / 64.78 / 70.62
51. Targeted Achievement Gap Group 370 / 75.68 / 77.02 / 228 / 62.28 / 67.29
52. Three Year Performance Three Year Growth
53. All Students 1498 / 78.30 / 79.69 / 900 / 68.11 / 70.62
54. Targeted Achievement Gap Group 1060 / 74.43 / 77.02 / 652 / 63.96 / 67.29
55. ESEA Subgroups 2012 Performance 2012 Growth
56. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
57. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
58. White 491 / 79.84 / 79.90 / 295 / 64.41 / 70.35
59. Economically Disadvantaged 358 / 77.09 / 78.45 / 220 / 63.64 / 68.75
60. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
61. Students with Disabilities 54 / 44.44 / 47.37 / 31 / 35.48 / 37.99
- 62.
- 63.
- 64.
- 65.
- 66.
67. The district uses Title 1, Title 2A, Title 6 state, ALE, Professional
68. Development and NSLA funds to supplement various instructional activities
69. throughout the district by providing funds for professional development in

- 70. areas of need, to purchase supplemental instructional materials, to support
- 71. emphasis in areas of greatest academic concern, and Title 2A class size
- 72. reduction funds in a high poverty school.
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- 85.
- 86.
- 87.

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 Annual Measurable Objective.

**Benchmark** By the end of school year 2012-13, the district will meet or exceed the following 2012 Annual Measurable Objectives: Literacy Performance- All students 79.97 and TAGG 76.37, Literacy Growth- All students 78.55 and TAGG 76.18, Math Performance- All students 79.69 and TAGG 77.02, Math Growth- All students 79.69 and TAGG 67.29, Graduation Rate- All students 90.22 and TAGG 89.62.

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
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.	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Employee Salaries: \$22,812.00 <hr/> ACTION BUDGET: \$22,812.00
Total Budget:				\$22,812.00

Priority 3: Wellness

- Supporting Data:**
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% 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.
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- 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.
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**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 SY2012-13 there will be a ½% decrease in the number of students at-risk on the Body Mass Index screening.

**Benchmark** In SY2012-13 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
Setting aside funds to hire a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the wellness center. Action Type: Wellness	Jeff Cantrell	Start: 06/30/2012 End: 07/01/2013		NSLA (State-281) - Employee Salaries: \$47,500.00 <hr/> ACTION BUDGET: \$47,500.00
Total Budget:				\$47,500.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$4999**

Priority 1: Administrative Support For Academic Achievement

Supporting  
Data:

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
6. Achieving in Literacy, Needs Improvement in Math, and Needs Improvement in
7. Graduation Rate. Three years of test data was analyzed to determine educational
8. trends. In literacy the identified emphasis areas are: open response, writing
9. multiple choice, and reading practical passage. In Math the identified
10. emphasis areas are: open response, geometry measurement, data analysis and
11. probability, and language of algebra.
- 12.
13. 2012 Arkansas District ESEA Accountability Report
14. Enrollment: 890
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17. Needs Improvement District
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19. Needs Improvement District Graduation Rate
20. # Expected Graduates Percentage 2011/ AMO 2011
21. Graduation Rate All Students 70 / 85.71 / 90.22
22. Targeted Achievement Gap Group 43 / 81.40 / 89.62
23. ESEA Subgroups
24. African Americans n < 10 n < 10 n < 10
25. Hispanic n < 10 n < 10 n < 10
26. White 66 86.36 92.36
27. Economically Disadvantaged 42 80.95 89.22
28. English Learners n < 10 n < 10 n < 10
29. Students with Disabilities 11 / 90.91 / 100.00
- 30.
31. Achieving District in Literacy
32. # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO
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35. Targeted Achievement Gap Group 337 / 78.34 / 76.37 / 228 / 82.46 / 76.18
36. Three Year Performance Three Year Growth
37. All Students 1326 / 79.41 / 79.97 / 900 / 79.44 / 78.55
38. Targeted Achievement Gap Group 949 / 74.60 / 76.37 / 652 / 75.77 / 76.18
39. ESEA Subgroups 2012 Performance 2012 Growth
40. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
41. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10

42. White 437 / 81.92 / 79.68 / 295 / 84.75 / 78.13
43. Economically Disadvantaged 327 / 80.12 / 77.74 / 220 / 84.09 / 77.50
44. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
45. Students with Disabilities 51 / 29.41 / 33.01 / 31 / 45.16 / 40.68
- 46.
47. Needs Improvement District in Math
48. # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO
49. 2012 Performance 2012 Growth
50. All Students 503 / 79.52 / 79.69 / 301 / 64.78 / 70.62
51. Targeted Achievement Gap Group 370 / 75.68 / 77.02 / 228 / 62.28 / 67.29
52. Three Year Performance Three Year Growth
53. All Students 1498 / 78.30 / 79.69 / 900 / 68.11 / 70.62
54. Targeted Achievement Gap Group 1060 / 74.43/ 77.02 / 652 / 63.96 / 67.29
55. ESEA Subgroups 2012 Performance 2012 Growth
56. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
57. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
58. White 491 / 79.84 / 79.90 / 295 / 64.41 / 70.35
59. Economically Disadvantaged 358 / 77.09 / 78.45 / 220 / 63.64 / 68.75
60. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
61. Students with Disabilities 54 / 44.44 / 47.37 / 31 / 35.48 / 37.99
- 62.
- 63.
- 64.
- 65.
- 66.
67. The district uses Title 1, Title 2A, Title 6 state, ALE, Professional
68. Development and NSLA funds to supplement various instructional activites
69. throughout the district by providing funds for professional development in
70. areas of need, to purchase supplemental instructional materials, to support
71. emphasis in areas of greatest academic concern, and Title 2A class size
72. reduction funds in a high poverty school.
- 73.
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- 82.
- 83.
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- 86.
- 87.

**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 2012 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 2012 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2012 Annual Measurable Objective.

**Benchmark** By the end of school year 2012-13, the district will meet or exceed the following 2012 Annual Measurable Objectives: Literacy Performance- All students 79.97 and TAGG 76.37, Literacy Growth- All students 78.55 and TAGG 76.18, Math Performance- All students 79.69 and TAGG 77.02, Math Growth- All students 79.69 and TAGG 67.29, Graduation Rate- All students 90.22 and TAGG 89.62.

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
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	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$4,999.00 <hr/> ACTION BUDGET: \$4,999.00
Total Budget:				\$4,999.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**  
There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$0**  
There is no data for the Source of Funds "NSLA (State-281) - Purchased Services".

**KINGSTON ELEMENTARY SCHOOL -- \$83545**



Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

**Source of Funds: NSLA (State-281) - Capital Outlay -- \$24285**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ITBS Literacy 2012: First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in vocabulary.
2. ESEA SUBGROUPS 2012 Performance // 2012 Growth All Students 73/ 78.08/92.67 //50/ 90.00/87.13 Targeted Achievement Gap Group 55/ 72.73/93.21 // 27/ 89.19 //88.25 ESEA Subgroups 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 White 69/ 76.81 92.14 //48 /89.58 86.17 Economically Disadvantaged 55/ 72.73 93.21/ 37// 89.19 88.25 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. NEEDS ASSESSMENT: Grade 3: MC- Literary, Content and Practical Passages, Writing: OR- Literary, Content, and Practical Passages; Writing--Content and Style and Mechanics. Proficient and Advanced: 2010:90% 2011:94% 2012:84% --decrease of 6% Grade 4: MC- Literary, Content, and Practical Passages; OR- Content and Practical Passage, Writing--Content and Style Domain Proficient and Advanced: 2010: 90% 2011: 91% 2012: 82% -- decrease of 8% Grade 5: MC--Writing; OR--Literary and Content Passages; Writing--Content and Style Proficient and Advanced: 2010: 88% 2011: 90% 2012: 95% --increase of 7% Grade 6: MC--Literary Passage and Writing; OR--Literary and Practical Passages Proficient and Advanced: 2010: 87% 2011: 89% 2012: 85% --decrease of 2%
4. Attendance Rate: 2012: 95.95% 2011: 91.13% 2010: 91.13%

Supporting Data:

Goal

The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

All Students: 93.33/88.30

TAGG: 93.83/89.32

Benchmark

Hispanic: 100.00/100.00

Caucasian 92.86/87.43

Economically Disadvantage: 93.8/89.32

Students with Disabilities 72.23/100.00

Intervention: Use open-response in all literacy and writing classes in grades 3 through 6 at a minimum of 4 prompts with a provided rubric each nine weeks using Bloom's Taxonomy verbage.

Scientific Based Research: Marzano, Robert J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectives. Thousand Hills, CA: Corwin Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be utilized. This lack of wireless technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>NSLA (State-281) - Capital Outlay: \$13,952.00</p> <hr/> <p>ACTION BUDGET: \$13,952.00</p>
<p>Setting aside funds to purchase Computers or a set of Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds. Action Type: Technology Inclusion</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>NSLA (State-281) - Capital Outlay: \$10,333.00</p> <hr/> <p>ACTION BUDGET: \$10,333.00</p>
<p>Total Budget:</p>				<p>\$24,285.00</p>

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$11212**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ITBS Literacy 2012: First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in vocabulary.
2. ESEA SUBGROUPS 2012 Performance // 2012 Growth All Students 73/78.08/92.67 //50/ 90.00/87.13 Targeted Achievement Gap Group 55/72.73/93.21 // 27/ 89.19 //88.25 ESEA Subgroups 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 69/ 76.81 92.14 //48 /89.58 86.17 Economically Disadvantaged 55/ 72.73 93.21/ 37// 89.19 88.25 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. NEEDS ASSESSMENT: Grade 3: MC- Literary, Content and Practical Passages, Writing: OR- Literary, Content, and Practical Passages; Writing--Content and Style and Mechanics. Proficient and Advanced: 2010:90% 2011:94% 2012:84% --decrease of 6% Grade 4: MC- Literary, Content, and Practical Passages; OR- Content and Practical Passage, Writing--Content and Style Domain Proficient and Advanced: 2010: 90% 2011: 91% 2012: 82% --

Supporting Data:

decrease of 8% Grade 5: MC--Writing; OR--Literary and Content Passages; Writing--Content and Style Proficient and Advanced: 2010: 88% 2011: 90% 2012: 95% --increase of 7% Grade 6: MC--Literary Passage and Writing; OR--Literary and Practical Passages Proficient and Advanced: 2010: 87% 2011: 89% 2012: 85% --decrease of 2%

4. Attendance Rate: 2012: 95.95% 2011: 91.13% 2010: 91.13%

**Goal**  
The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

**Benchmark**  
In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
All Students: 93.33/88.30  
TAGG: 93.83/89.32  
Hispanic: 100.00/100.00  
Caucasian 92.86/87.43  
Economically Disadvantage: 93.8/89.32  
Students with Disabilities 72.23/100.00

Intervention: Use open-response in all literacy and writing classes in grades 3 through 6 at a minimum of 4 prompts with a provided rubric each nine weeks using Bloom's Taxonomy verbage.				
Scientific Based Research: Marzano, Robert J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectives. Thousand Hills, CA: Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Hire .25 FTE highly qualified Elementary Counselor to supplement required 1.00 counseling position. This employment is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$3,602.00 Employee Benefits: <hr/> ACTION BUDGET: \$3,602.00
Setting aside funds to hire a .50 fte instructional aide in the areas of math and literacy. This program is supplemental to programs already offered with local funds. Action Type: Alignment Action Type: Equity	Marsha Shaver	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$2,910.00 Employee Benefits: <hr/> ACTION BUDGET: \$2,910.00
<b>Total Budget:</b>				<b>\$6,512.00</b>

Priority 3: Wellness

**Supporting Data:**

1. Kingston Elementary Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance based on BMI.
2. Body Mass Data:

3. 2010-11:
4. 44 Males: 68.2% Healthy or Underweight~~31.8% overweight or obese.
- 5.
6. 47 Females: 57.4% Healthy or Underweight~~42.6% overweight or obese.
- 7.
8. 2009-10:
9. 24 Males: 70.8% Healthy or Underweight~~and 29.2% Overweight or Obese.
- 10.
11. 24 Females: 70% Healthy or Underweight and 30% Overweight Or Obese.
- 12.
13. 2008-09:
14. 40 Males: 75% Healthy or Underweight~~25% Overweight or Obese
15. 48 Females:60% Healthy or Underweight~~39.6% Overweight Or Obese.
- 16.
17. Body Mass Index Data SY 2007-08 of the 139 student population, 54 students were
18. assessed. Of the students assessed, the following represents the percent of
19. students at risk of overweight and overweight:
20. Elementary: Males-44.0%, Females-41.4%;
- 21.
- 22.
- 23.
- 24.
- 25.
26. School Health Index
27. 2010-11: The SHI was not performed. No data results.
- 28.
29. Overall Score Card
30. For each module (row), write the score in the column where the Module score
31. falls.
32. Low 0-20%, 21-40%; Medium 41-60%, 61-80%;
33. High 81-100%
- 34.
35. School Health Policies and Environment -
36. Module 1 - REQUIRED 84%
37. Health Education -
38. Module 2 - REQUIRED 50%
39. Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED
40. 38%
41. Nutrition Services -
42. Module 4 - REQUIRED 71%
43. School Health Services -
44. Module 5 - OPTIONAL
45. School Counseling, Psychological, and Social Service -
46. Module 6 - OPTIONAL
47. Health Promotion for Staff -

- 48. Module 7 - OPTIONAL
- 49. Family and Community Involvement - Module 8 -  
REQUIRED 11%
- 50.
- 51.
- 52.
- 53. Free and Reduced Eligibility 2010-11: 67% combined
- 54. Free and Reduced Eligibility 2009-10:
- 55. Elementary, 33% Paid, 15% Reduced, and 52% Free.
- 56. Free and Reduced Eligibility 2008-09:
- 57. Elementary, 40% Paid, 5% Reduced, and 55% Free.
- 58.
- 59. Has increased by 7% in the last 3 years.
- 60.
- 61. Madison County Unemployment Rate:
- 62. Dec. 2010--6.8%
- 63. Dec. 2009--6.4%
- 64. Dec. 2008--5.3%
- 65.
- 66. Has increased 1.5% in the last 3 years.
- 67.
- 68.
- 69.
- 70.
- 71.
- 72.
- 73.
- 74.
- 75.
- 76.
- 77.
- 78.

**Goal** Kingston Elementary 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 the 2012-13 school year, 5% percent of the students will have decreased his/her BMI.

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. Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$4,700.00 <hr/> ACTION BUDGET: \$4,700.00
<b>Total Budget:</b>				<b>\$4,700.00</b>

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$43043**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ITBS Literacy 2012: First Grade: 89% Proficient and Advanced Second Grade: 71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in vocabulary.
2. ESEA SUBGROUPS 2012 Performance // 2012 Growth All Students 73/ 78.08/92.67 //50/ 90.00/87.13 Targeted Achievement Gap Group 55/ 72.73/93.21 // 27/ 89.19 //88.25 ESEA Subgroups 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 69/ 76.81 92.14 //48 /89.58 86.17 Economically Disadvantaged 55/ 72.73 93.21/ 37// 89.19 88.25 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. NEEDS ASSESSMENT: Grade 3: MC- Literary, Content and Practical Passages, Writing: OR- Literary, Content, and Practical Passages; Writing--Content and Style and Mechanics. Proficient and Advanced: 2010:90% 2011:94% 2012:84% --decrease of 6% Grade 4: MC- Literary, Content, and Practical Passages; OR- Content and Practical Passage, Writing--Content and Style Domain Proficient and Advanced: 2010: 90% 2011: 91% 2012: 82% - -decrease of 8% Grade 5: MC--Writing; OR--Literary and Content Passages; Writing--Content and Style Proficient and Advanced: 2010: 88% 2011: 90% 2012: 95% --increase of 7% Grade 6: MC--Literary Passage and Writing; OR--Literary and Practical Passages Proficient and Advanced: 2010: 87% 2011: 89% 2012: 85% --decrease of 2%
4. Attendance Rate: 2012: 95.95% 2011: 91.13% 2010: 91.13%

Supporting Data:

Goal

The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

Benchmark

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 93.33/88.30  
 TAGG: 93.83/89.32  
 Hispanic: 100.00/100.00  
 Caucasian 92.86/87.43  
 Economically Disadvantage: 93.8/89.32  
 Students with Disabilities 72.23/100.00

Intervention: Use open-response in all literacy and writing classes in grades 3 through 6 at a minimum of 4 prompts with a provided rubric each nine weeks using Bloom's Taxonomy verbage.				
Scientific Based Research: Marzano, Roberrt J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectives. Thousand Hills, CA: Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Hire .25 FTE highly qualified Elementary Counselor to supplement required 1.00 counseling position. This employment is supplemental to the program already implemented with state	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$14,550.00 <hr/> ACTION BUDGET: \$14,550.00

or local funds. Action Type: Equity Action Type: Title I Schoolwide				
Setting aside funds to hire a .50 fte instructional aide in the areas of math and literacy. This program is supplemental to programs already offered with local funds. Action Type: Alignment Action Type: Equity	Marsha Shaver	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) \$9,694.00 - Employee Salaries: <hr/> ACTION BUDGET: \$9,694.00
Total Budget:				\$24,244.00

Priority 3: Wellness

1. 1. Kingston Elementary Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance based on BMI.
2. Body Mass Data:
3. 2010-11:
4. 44 Males: 68.2% Healthy or Underweight~~31.8% overweight or obese.
- 5.
6. 47 Females: 57.4% Healthy or Underweight~~42.6% overweight or obese.
- 7.
8. 2009-10:
9. 24 Males: 70.8% Healthy or Underweight~~and 29.2% Overweight or Obese.
- 10.
11. 24 Females: 70% Healthy or Underweight and 30% Overweight Or Obese.
- 12.
13. 2008-09:
14. 40 Males: 75% Healthy or Underweight~~25% Overweight or Obese
15. 48 Females:60% Healthy or Underweight~~39.6% Overweight Or Obese.
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17. Body Mass Index Data SY 2007-08 of the 139 student population, 54 students were
18. assessed. Of the students assessed, the following represents the percent of
19. students at risk of overweight and overweight:
20. Elementary: Males-44.0%, Females-41.4%;
- 21.
- 22.
- 23.
- 24.
- 25.
26. School Health Index
27. 2010-11: The SHI was not performed. No data results.
- 28.
29. Overall Score Card

Supporting Data:

30. For each module (row), write the score in the column where the Module score
31. falls.
32. Low 0-20%, 21-40%; Medium 41-60%, 61-80%;
33. High 81-100%
- 34.
35. School Health Policies and Environment -
36. Module 1 - REQUIRED 84%
37. Health Education -
38. Module 2 - REQUIRED 50%
39. Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED
40. 38%
41. Nutrition Services -
42. Module 4 - REQUIRED 71%
43. School Health Services -
44. Module 5 - OPTIONAL
45. School Counseling, Psychological, and Social Service -
- Module 6 - OPTIONAL
- 46.
47. Health Promotion for Staff -
48. Module 7 - OPTIONAL
49. Family and Community Involvement - Module 8 -
- REQUIRED 11%
- 50.
- 51.
- 52.
53. Free and Reduced Eligibility 2010-11: 67% combined
54. Free and Reduced Eligibility 2009-10:
55. Elementary, 33% Paid, 15% Reduced, and 52% Free.
56. Free and Reduced Eligibility 2008-09:
57. Elementary, 40% Paid, 5% Reduced, and 55% Free.
- 58.
59. Has increased by 7% in the last 3 years.
- 60.
61. Madison County Unemployment Rate:
62. Dec. 2010--6.8%
63. Dec. 2009--6.4%
64. Dec. 2008--5.3%
- 65.
66. Has increased 1.5% in the last 3 years.
- 67.
- 68.
- 69.
- 70.
- 71.
- 72.
- 73.
- 74.
- 75.
- 76.
- 77.
- 78.



Goal Kingston Elementary 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 the 2012-13 school year, 5% percent of the students will have decreased his/her BMI.

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. Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$18,799.00 <hr/> ACTION BUDGET: \$18,799.00
Total Budget:				\$18,799.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671**

Priority 1: Literacy

- ESEA AMO for Literacy 2012: Achieving School ITBS Literacy 2012: First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in vocabulary.
- ESEA SUBGROUPS 2012 Performance // 2012 Growth All Students 73/ 78.08/92.67 //50/ 90.00/87.13 Targeted Achievement Gap Group 55/ 72.73/93.21 // 27/ 89.19 //88.25 ESEA Subgroups 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 White 69/ 76.81 92.14 //48 /89.58 86.17 Economically Disadvantaged 55/ 72.73 93.21/ 37// 89.19 88.25 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
- NEEDS ASSESSMENT: Grade 3: MC- Literary, Content and Practical Passages, Writing: OR- Literary, Content, and Practical Passages; Writing--Content and Style and Mechanics. Proficient and Advanced: 2010:90% 2011:94% 2012:84% --decrease of 6% Grade 4: MC- Literary, Content, and Practical Passages; OR- Content and Practical Passage, Writing--Content and Style Domain Proficient and Advanced: 2010: 90% 2011: 91% 2012: 82% -- decrease of 8% Grade 5: MC--Writing; OR--Literary and Content Passages; Writing--Content and Style Proficient and Advanced: 2010: 88% 2011: 90% 2012: 95% --increase of 7% Grade 6: MC--Literary Passage and Writing; OR--Literary and Practical Passages Proficient and Advanced: 2010: 87% 2011: 89% 2012: 85% --decrease of 2%
- Attendance Rate: 2012: 95.95% 2011: 91.13% 2010: 91.13%

Supporting Data:

Goal The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

Benchmark In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
All Students: 93.33/88.30

TAGG: 93.83/89.32  
 Hispanic: 100.00/100.00  
 Caucasian 92.86/87.43  
 Economically Disadvantage: 93.8/89.32  
 Students with Disabilities 72.23/100.00

Intervention: Use open-response in all literacy and writing classes in grades 3 through 6 at a minimum of 4 prompts with a provided rubric each nine weeks using Bloom's Taxonomy verbage.				
Scientific Based Research: Marzano, Robert J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectives. Thousand Hills, CA: Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Materials & Supplies: \$334.00 <hr/> ACTION BUDGET: \$334.00
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional development. Action Type: Professional Development	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$337.00 <hr/> ACTION BUDGET: \$337.00
Total Budget:				\$671.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$4334**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ITBS Literacy 2012: First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in vocabulary.
2. ESEA SUBGROUPS 2012 Performance // 2012 Growth All Students 73/78.08/92.67 //50/ 90.00/87.13 Targeted Achievement Gap Group 55/72.73/93.21 // 27/ 89.19 //88.25 ESEA Subgroups 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 69/ 76.81 92.14 //48 /89.58 86.17 Economically Disadvantaged 55/ 72.73 93.21/ 37// 89.19 88.25 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

Supporting Data:

3. NEEDS ASSESSMENT: Grade 3: MC- Literary, Content and Practical Passages, Writing: OR- Literary, Content, and Practical Passages; Writing--Content and Style and Mechanics. Proficient and Advanced: 2010:90% 2011:94% 2012:84% --decrease of 6% Grade 4: MC- Literary, Content, and Practical Passages; OR- Content and Practical Passage, Writing--Content and Style Domain Proficient and Advanced: 2010: 90% 2011: 91% 2012: 82% --decrease of 8% Grade 5: MC--Writing; OR--Literary and Content Passages; Writing--Content and Style Proficient and Advanced: 2010: 88% 2011: 90% 2012: 95% --increase of 7% Grade 6: MC--Literary Passage and Writing; OR--Literary and Practical Passages Proficient and Advanced: 2010: 87% 2011: 89% 2012: 85% --decrease of 2%
4. Attendance Rate: 2012: 95.95% 2011: 91.13% 2010: 91.13%

**Goal** The goal for Kingston Elementary students is to retain the Achieving School status in Literacy and to continue to improve in content and style on open response questions through the use of best practices and strategies and teacher instruction; to increase levels of proficiency and advancement; and to make the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2012-13 school year.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 93.33/88.30  
 TAGG: 93.83/89.32

**Benchmark** Hispanic: 100.00/100.00  
 Caucasian 92.86/87.43  
 Economically Disadvantage: 93.8/89.32  
 Students with Disabilities 72.23/100.00

Intervention: Use open-response in all literacy and writing classes in grades 3 through 6 at a minimum of 4 prompts with a provided rubric each nine weeks using Bloom's Taxonomy verbage.				
Scientific Based Research: Marzano, Roberrt J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectivies. Thousand Hills, CA: Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$4,334.00 <hr/> ACTION BUDGET: \$4,334.00
<b>Total Budget:</b>				<b>\$4,334.00</b>

**KINGSTON HIGH SCHOOL -- \$75141**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

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**Source of Funds: NSLA (State-281) - Capital Outlay -- \$28485**

Priority 2: Improve Literacy Skills

Supporting  
Data:

1. NEEDS ASSESSMENT:
2. Augumented Benchmark CRT SCORES for 2011-12
3. Grade 7: MC: Reading Content Passage; OR--Reading Content and Practical
4. Passage; Writing: Content and Style;however, this was above 75%.
5. Proficient and Advanced:
6. 2010: 94%
7. 2011: 80%
8. 2012: 84%..a 4% increase
9. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 10.
11. 2010: 82%
12. 2011: 100%
13. 2012: 92%.. a decrease of 8% from previous year
- 14.
15. Grade 11 Literacy:
16. MC: Reading Literary Passage
17. OR: Reading Content and Practical Passages
18. Writing Content;however it was at or above 75%.
19. Proficient or Advanced:
20. 2010: 58%
21. 2011: 83%
22. 2012: 80%...decreased 3%, but have improved 22% since 2010.
- 23.
- 24.
25. ESEA Subgroups 2012 Performance 2012 Growth
26. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
27. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
28. White 41: 82.93/ 90.45 //25 92.00/ 94.09
29. Economically Disadvantaged 32: 84.38 /84.20 //17: 94.12/ 89.22
30. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
31. Students with Disabilities n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 32.
- 33.
- 34.
- 35.
- 36.

- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.
- 44.
- 45.
- 46.
- 47.

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 90.38/94.79  
 TAGG: 85.65/90.20  
 Hispanic: 58.33/na  
 Caucasian 91.32/94.63  
 Economically Disadvantage: 85.63/90.20  
 Students with Disabilities 16.67/16.67

**Benchmark**

Meet Graduation Rate:  
 All Students: 87.50  
 TAGG: 78.57  
 Caucasian: 86.37  
 ED: 78.57  
 SWD: 100.00

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
Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be utilized. This lack of wireless technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Capital Outlay: \$13,952.00 <hr/> ACTION BUDGET: \$13,952.00

Setting aside funds to purchase Computers of a set of Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Capital Outlay: \$14,533.00 <hr/> ACTION BUDGET: \$14,533.00
Total Budget:				\$28,485.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$8302**

Priority 1: Mathematics

1. NEEDS IMPROVEMENT: Grade 7: MC: Algebra, Measurement, Data Analysis and Probability; OR--Numbers and Operations, Algebra, and Data Analysis and Probability Proficient and Advanced: 2010: 89% 2011: 73% 2012: 89%...15% gain from last year Grade 8: MC: Measurement; OR: Algebra, Measurement, Data Analysis and Probability Proficient and Advanced: 2010: 76% 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010.  
 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n// < 10 n < 10 n < 10 Hispanic 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
2. Math students in Algebra I and Geometry will become more proficient and
3. advanced in solving open response questions with emphasis on all strands and
4. will become more proficient and advanced in answering multiple choice question
5. with emphasis on the "Language of Algebra".
- 6.
- 7.
- 8.
9. Graduation Rate:
10. 2012: 90.91%
11. 2011: 90.90%
12. 2010: 83.30%
- 13.
- 14.
- 15.
- 16.
- 17.

Supporting Data:

- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.

**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 2012-13 school year.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 86.72/86.98  
 TAGG: 82.46/80.39  
 Hispanic: 100.00/na  
 Caucasian 88.46/89.25

**Benchmark** Economically Disadvantage: 84.23/80.39  
 Students with Disabilities 44.44/100.00

Test results for 2011-12 showed that 80% of the students scored proficient or advanced on Algebra I and 91% 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
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Employee Benefits: \$3,602.00 <hr/> ACTION BUDGET: \$3,602.00
Total Budget:				\$3,602.00

Priority 3: Wellness

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 2012-13 school year, 5% of high school students will have decreased the BMI classification.

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. Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$4,700.00 <hr/> ACTION BUDGET: \$4,700.00
Total Budget:				\$4,700.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$33349**

Priority 1: Mathematics

1. NEEDS IMPROVEMENT: Grade 7: MC: Algebra, Measurement, Data Analysis and Probability; OR--Numbers and Operations, Algebra, and Data Analysis and Probability Proficient and Advanced: 2010: 89% 2011: 73% 2012: 89%...15% gain from last year Grade 8: MC: Measurement; OR: Algebra, Measurement, Data Analysis and Probability Proficient and Advanced: 2010: 76% 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010.  
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 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
2. Math students in Algebra I and Geometry will become more proficient and
3. advanced in solving open response questions with emphasis on all strands and
4. will become more proficient and advanced in answering multiple choice question
5. with emphasis on the "Language of Algebra".
- 6.
- 7.
- 8.
9. Graduation Rate:
10. 2012: 90.91%
11. 2011: 90.90%
12. 2010: 83.30%
- 13.
- 14.
- 15.
- 16.
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- 18.
- 19.
- 20.
- 21.
- 22.
- 23.

Supporting Data:

- 24.
- 25.
- 26.
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- 28.
- 29.

**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 2012-13 school year.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

All Students: 86.72/86.98

TAGG: 82.46/80.39

Hispanic: 100.00/na

Caucasian 88.46/89.25

**Benchmark** Economically Disadvantage: 84.23/80.39  
Students with Disabilities 44.44/100.00

Test results for 2011-12 showed that 80% of the students scored proficient or advanced on Algebra I and 91% 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
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - \$14,550.00 Employee Salaries: <hr/> ACTION BUDGET: \$14,550.00
<b>Total Budget:</b>				<b>\$14,550.00</b>

**Priority 3:** Wellness

**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% Healty 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 2012-13 school year, 5% of high school students will have decreased the BMI classification.

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	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) \$18,799.00 - Employee Salaries:

supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide					ACTION BUDGET: \$18,799.00
Total Budget:					\$18,799.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671**

Priority 2: Improve Literacy Skills

Supporting Data:

1. NEEDS ASSESSMENT:
2. Augumented Benchmark CRT SCORES for 2011-12
3. Grade 7: MC: Reading Content Passage; OR--Reading Content and Practical
4. Passage; Writing: Content and Style;however, this was above 75%.
5. Proficient and Advanced:
6. 2010: 94%
7. 2011: 80%
8. 2012: 84%..a 4% increase
9. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 10.
11. 2010: 82%
12. 2011: 100%
13. 2012: 92%.. a decrease of 8% from previous year
- 14.
15. Grade 11 Literacy:
16. MC: Reading Literary Passage
17. OR: Reading Content and Practical Passages
18. Writing Content;however it was at or above 75%.
19. Proficient or Advanced:
20. 2010: 58%
21. 2011: 83%
22. 2012: 80%...decreased 3%, but have improved 22% since 2010.
- 23.
- 24.
25. ESEA Subgroups 2012 Performance 2012 Growth
26. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
27. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
28. White 41: 82.93/ 90.45 //25 92.00/ 94.09
29. Economically Disadvantaged 32: 84.38 /84.20 //17: 94.12/ 89.22
30. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
31. Students with Disabilities n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 32.
- 33.
- 34.
- 35.

- 36.
- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.
- 44.
- 45.
- 46.
- 47.

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 90.38/94.79  
 TAGG: 85.65/90.20  
 Hispanic: 58.33/na  
 Caucasian 91.32/94.63  
 Economically Disadvantage: 85.63/90.20  
 Students with Disabilities 16.67/16.67

**Benchmark**

Meet Graduation Rate:  
 All Students: 87.50  
 TAGG: 78.57  
 Caucasian: 86.37  
 ED: 78.57  
 SWD: 100.00

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
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. Action Type: Alignment	Melissa Parks	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) \$334.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$334.00
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional development. Action Type: Professional Development	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) \$337.00 - Materials & Supplies: <hr/>

				ACTION BUDGET:	\$337.00
Total Budget:					\$671.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$4334**

Priority 2: Improve Literacy Skills

Supporting Data:

1. NEEDS ASSESSMENT:
2. Augumented Benchmark CRT SCORES for 2011-12
3. Grade 7: MC: Reading Content Passage; OR--Reading Content and Practical
4. Passage; Writing: Content and Style;however, this was above 75%.
5. Proficient and Advanced:
6. 2010: 94%
7. 2011: 80%
8. 2012: 84%..a 4% increase
9. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 10.
11. 2010: 82%
12. 2011: 100%
13. 2012: 92%.. a decrease of 8% from previous year
- 14.
15. Grade 11 Literacy:
16. MC: Reading Literary Passage
17. OR: Reading Content and Practical Passages
18. Writing Content;however it was at or above 75%.
19. Proficient or Advanced:
20. 2010: 58%
21. 2011: 83%
22. 2012: 80%...decreased 3%, but have improved 22% since 2010.
- 23.
- 24.
25. ESEA Subgroups 2012 Performance 2012 Growth
26. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
27. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
28. White 41: 82.93/ 90.45 //25 92.00/ 94.09
29. Economically Disadvantaged 32: 84.38 /84.20 //17: 94.12/ 89.22
30. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
31. Students with Disabilities n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 32.
- 33.
- 34.
- 35.
- 36.



- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.
- 44.
- 45.
- 46.
- 47.

**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 2012-13 school year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also the goal to meet the graduation rate for the AMO groups.

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 90.38/94.79  
 TAGG: 85.65/90.20  
 Hispanic: 58.33/na  
 Caucasian 91.32/94.63  
 Economically Disadvantage: 85.63/90.20  
 Students with Disabilities 16.67/16.67

**Benchmark**

Meet Graduation Rate:  
 All Students: 87.50  
 TAGG: 78.57  
 Caucasian: 86.37  
 ED: 78.57  
 SWD: 100.00

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
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. Action Type: Alignment	Melissa Parks	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Purchased Services: \$4,334.00 <hr/> ACTION BUDGET: \$4,334.00
Total Budget:				\$4,334.00

**OARK ELEMENTARY SCHOOL -- \$51864**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

**Source of Funds: NSLA (State-281) - Capital Outlay -- \$16785**

Priority 1: To Improve Literacy Skills

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Aciieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). The goal for 2013 is 85.29% in Proficiency and 87.66% in Growth.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.				
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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2012		NSLA (State-281) - Capital Outlay: \$13,952.00 <hr/> ACTION BUDGET: \$13,952.00

utilized. This lack of wireless technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion				
Setting aside funds to purchase Lap Top Computers or a set of Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) \$2,833.00 - Capital Outlay:  ACTION \$2,833.00 BUDGET:
Total Budget:				\$16,785.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$5899**

Priority 2: Improve Mathematics Skills

Supporting Data:

1. Arkansas received a waiver of NCLB. The flexibility created two groups: TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark Elementary did not meet standards in either Proficiency or Growth and was classified

as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). The 2013 Proficient goal is 85.29% and the 2013 Growth goal is 78.39%.

Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment.				
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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Providing funds for a .25 Highly Qualified elementary Counselor. These funds are supplemental to programs already implemented with state and local funds. Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$3,604.00 <hr/> ACTION BUDGET: \$3,604.00
Total Budget:				\$3,604.00

Priority 3: Wellness

1. Oark Elementary Body Mass Index data presented indicates the percentage of
2. students who may be at risk of poor academic performance.
3. 2009-10 No data was available for this school during this school year.
- 4.
5. Body Mass Classifications 2008-09:
6. No data was available for 2008-09
- 7.
8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
9. assessed. Of the students assessed, the following represents the percent of
10. students at risk of overweight and overweight:
11. Elementary: Males-48.0%, Females-38.7%;
- 12.
13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
14. were assessed. Of the students assessed, the following represents the percent
15. of students at risk of overweight and overweight:
16. Elementary: Males-50.0%, Females-37.0%;
- 17.
18. 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 78% Health Education - Module 2 - REQUIRED 83% Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% School Health Services - Module 5 - OPTIONAL School Counseling,

Supporting Data:

Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 72%

19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

**Goal** Oark Elementary 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 as identified by the Coordinated Health components.

**Benchmark** By the SY 2012-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of Corrdinated School Health.

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
Employ .5 FTE RN (.5 for High School and .5 for Elementary School). The school nurse will complete required screening, ensure up to date immunizations, as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$2,295.00 <hr/> ACTION BUDGET: \$2,295.00
<b>Total Budget:</b>				<b>\$2,295.00</b>

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$24175**

Priority 2: Improve Mathematics Skills

Supporting Data:

1. Arkansas received a waiver of NCLB. The flexibility created two groups: TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%

4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

**Goal** All students will show an improvement in math problem solving skills.  
Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). The 2013 Proficient goal is 85.29% and the 2013 Growth goal is 78.39%.

**Benchmark** Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment.

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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Providing funds for a .25 Highly Qualified elementary Counselor. These funds are supplemental to programs already implemented with state and local funds. Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$14,515.00 <hr/> ACTION BUDGET: \$14,515.00
<b>Total Budget:</b>				<b>\$14,515.00</b>

**Priority 3: Wellness**

1. Oark Elementary Body Mass Index data presented indicates the percentage of
2. students who may be at risk of poor academic performance.
3. 2009-10 No data was available for this school during this school year.
- 4.
5. Body Mass Classifications 2008-09:
6. No data was available for 2008-09
- 7.
8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
9. assessed. Of the students assessed, the following represents the percent of
10. students at risk of overweight and overweight:
11. Elementary: Males-48.0%, Females-38.7%;
- 12.
13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
14. were assessed. Of the students assessed, the following represents the percent
15. of students at risk of overweight and overweight:

**Supporting Data:**

16. Elementary: Males-50.0%, Females-37.0%;
- 17.
18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 72%
19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

**Goal** Oark Elementary 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 as identified by the Coordinated Health components.

**Benchmark** By the SY 2012-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of Corrdinated School Health.

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
Employ .5 FTE RN (.5 for High School and .5 for Elementary School). The school nurse will complete required screening, ensure up to date immunizations, as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - \$9,660.00 Employee Salaries: <hr/> ACTION BUDGET: \$9,660.00
Total Budget:				\$9,660.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671**

Priority 1: To Improve Literacy Skills

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select

appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). The goal for 2013 is 85.29% in Proficiency and 87.66% in Growth.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.				
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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Materials & Supplies: \$334.00 <hr/> ACTION BUDGET: \$334.00
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional development. Action Type: Professional Development	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$337.00 <hr/> ACTION BUDGET: \$337.00
Total Budget:				\$671.00



**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$4334**

Priority 1: To Improve Literacy Skills

- Supporting Data:
1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
  2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
  3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
  4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Aciieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). The goal for 2013 is 85.29% in Proficiency and 87.66% in Growth.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.				
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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$4,334.00  <hr/> ACTION BUDGET: \$4,334.00

implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$4,334.00

**OARK HIGH SCHOOL -- \$86964**

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

**Source of Funds: NSLA (State-281) - Capital Outlay -- \$23985**

Priority 1: Literacy

- Supporting Data:
1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
  2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
  3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
  4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities.  
Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . The goal for 2013 is 58.33% in TAGG Proficiency and 61.54% in TAGG Growth.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Setting aside funds for the purchase of wireless internet to assist in supplemental education. During the 2011-2012 school year, iPads were purchased as a supplemental student instructional tool. The effectiveness of the iPads has been reduced due to the lack of internet connectivity. Many applications (apps) must be connected to the internet to be utilized. This lack of wireless technology has limited the positive effects of this implementation. This purchase is supplemental to those already implemented with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Capital Outlay:  ACTION BUDGET: \$13,952.00
Setting aside funds to purchase Computers or Apple I Pads, protective covers, charging station cart docking computer and student applications (apps), and protective insurance 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 for with local funds Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Capital Outlay:  ACTION BUDGET: \$10,033.00
Total Budget:				\$23,985.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$5899**

Priority 1: Literacy

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%

Supporting Data:

4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

**Goal** All students will demonstrate an improvement in their reading and writing abilities. Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . The goal for 2013 is 58.33% in TAGG Proficiency and 61.54% in TAGG Growth.

**Benchmark**

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Benefits: \$3,604.00 <hr/> ACTION BUDGET: \$3,604.00
Total Budget:				\$3,604.00

**Priority 3: Wellness**

- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
- 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 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

**Supporting Data:**

**Goal** Oark 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 screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

**Benchmark** By the SY 2012-13 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: The school nurse; A vital member of the education team.
Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, Educational Horizons.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire 1.0 FTE school nurse (.5 FTE for High School and .5 FTE for Elementary School). The School Nurse will complete required screening as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$2,295.00 <hr/> ACTION BUDGET: \$2,295.00
Total Budget:				\$2,295.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$24075**

Priority 1: Literacy

Supporting Data:

- Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
- Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
- Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
- 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in their reading and writing abilities.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . The goal for 2013 is 58.33% in TAGG Proficiency and 61.54% in TAGG Growth.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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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: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Salaries: \$14,415.00 <hr/> ACTION BUDGET: \$14,415.00
Total Budget:				\$14,415.00

Priority 3: Wellness

- Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
- 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 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

Supporting Data:

Goal: Oark 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 screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

Benchmark: By the SY 2012-13 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

Intervention: The school nurse; A vital member of the education team.				
Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, Educational Horizons.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire 1.0 FTE school nurse (.5 FTE for High School and .5 FTE for Elementary School). The School Nurse will complete required screening as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$9,660.00 <hr/> ACTION BUDGET: \$9,660.00
Total Budget:				\$9,660.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$671**

Priority 1: Literacy

- Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and

students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

**Goal** All students will demonstrate an improvement in their reading and writing abilities. Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . The goal for 2013 is 58.33% in TAGG Proficiency and 61.54% in TAGG Growth.

**Benchmark**

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Materials & Supplies: \$334.00  <hr/> ACTION BUDGET: \$334.00
<b>Total Budget:</b>				<b>\$334.00</b>

Priority 2: Mathematics

Supporting Data: 1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year

findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.

2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

**Goal** All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

**Benchmark** Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. The goal for 2013 Proficient is 73.81. TAGG Baseline Growth was 53.85 and the 2012 goal was 57.7. Oark High School Growth was 55.56. The 2013 TAGG Growth is 61.54.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for the purchase of books and support materials for improving teacher quality through professional development. Action Type: Professional Development	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Materials & Supplies: \$337.00 <hr/> ACTION BUDGET: \$337.00
Total Budget:				\$337.00

**Source of Funds: NSLA (State-281) - Other Objects -- \$0**

There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

**Source of Funds: NSLA (State-281) - Purchased Services -- \$32334**

Priority 1: Literacy

Supporting Data:

1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional



development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2012 AMO Goal: TAGG: 54.17% non-TAGG AMO: 61.22% 2012 AMO: TAGG: 75.00% non-TAGG: 79.31% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG:67.65% 2012 AMO: TAGG: 81.25% non-TAGG: 84.21% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

**Goal** All students will demonstrate an improvement in their reading and writing abilities.

**Benchmark** Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives)to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2011 Baseline and is classified as an Achieving School in Literacy. TAGG Baseline Proficient was 50% and the 2012 TAGG Proficient was 75.00; TAGG Baseline Growth was 53.85% and the 2012 TAGG Growth was 64.44% . The goal for 2013 is 58.33% in TAGG Proficiency and 61.54% in TAGG Growth.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - \$4,334.00 Purchased Services: <hr/> ACTION BUDGET: \$4,334.00
<b>Total Budget:</b>				<b>\$4,334.00</b>

Priority 2: Mathematics

Supporting Data: 1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new

groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.

2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

**Goal** All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

**Benchmark** Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. The goal for 2013 Proficient is 73.81. TAGG Baseline Growth was 53.85 and the 2012 goal was 57.7. Oark High School Growth was 55.56. The 2013 TAGG Growth is 61.54.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to support the Arkansas Works Initiative Career Coach. These costs include Career Coaches' expenses (Travel, Training, Communications and Supplies only) and ACT Academy. This program is supplemental to those already provided by state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Purchased Services: \$3,000.00 <hr/> ACTION BUDGET: \$3,000.00
Total Budget:				\$3,000.00

Priority 5: TIP Initiative

Supporting Data:

Goal Scholastic Audit

Benchmark Scholastic Audit will observe Oark High School beginning October 21, 2012. Findings will then be included in the TIP

Intervention: Use findings from the Scholastic Audit to improve the teach/learn process and modify systems within Oark High School to ensure a quality education for students.				
Scientific Based Research: Breakthrough, Michael Fullan, Corwin Press, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to pay for the scholastic audit provided	Geary Brown	Start: 07/01/2012		NSLA (State-281) - \$25,000.00

by the Arkansas Department of Education.		End: 06/30/2013		Purchased Services: <hr/> ACTION BUDGET: \$25,000.00
Total Budget:				\$25,000.00