



# 2013-2014 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: \$660473.91

Generated on September 16, 2014

### JASPER ELEMENTARY SCHOOL -- \$70368

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 -- \$8000

**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 -- \$30000

**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 -- \$25334

**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 -- \$7034

**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 -- \$146069.91**

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 -- \$13116

**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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

**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 Salaries -- \$52463

**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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

**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) - Materials & Supplies -- \$67822.91

**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 -- \$12668

**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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

**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 -- \$99338**

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 -- \$17868

**Priority 1:** Administrative Support For Academic Achievement

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

meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective.

**Priority 3: Wellness**

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$71470

**Priority 1: Administrative Support For Academic Achievement**

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

**Priority 3: Wellness**

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10000

**Priority 1: Administrative Support For Academic Achievement**

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

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 -- \$123559**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$30000

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$17238.5

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 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 -- \$68952.5

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 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 -- \$334

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 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 -- \$7034

**Priority 1: Literacy**

**Goal:** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

**KINGSTON HIGH SCHOOL -- \$58643**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$32000

**Priority 2: Improve Literacy Skills**

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$2728.5

**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 2013-14 school year.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$10912.5

**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 2013-14 school year.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$334

**Priority 2: Improve Literacy Skills**

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

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 -- \$12668

**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 2013-14 school year.

**Priority 2: Improve Literacy Skills**

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

**OARK ELEMENTARY SCHOOL -- \$96345.5**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$10400

**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 -- \$15716

**Priority 1:** To Improve Literacy Skills

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

**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 -- \$62861.5

**Priority 1:** To Improve Literacy Skills

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

**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 -- \$334

**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 -- \$7034

**Priority 1:** To Improve Literacy Skills

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

**Priority 2:** Improve Mathematics Skills

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

**OARK HIGH SCHOOL -- \$66150.5**

Source of Funds: NSLA (State-281) - Capital Outlay -- \$10400

**Priority 1:** Literacy

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$8550

**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 -- \$34198.5

**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 -- \$334

**Priority 1:** Literacy

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

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 -- \$12668

**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.

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**JASPER ELEMENTARY SCHOOL -- \$70368**

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 -- \$0**

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

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**Source of Funds: NSLA (State-281) - Employee Benefits -- \$8000**

Priority 1:

Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2013 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage. TLI formative data reflect similiar
5. results.
- 6.
- 7.
8. LITERACY:
9. Jasper Elementary is an Achieving School in Literacy, meeting 2013 Performance
10. AMO for All Students and Targeted Assitance Groups. Three Year performance AMO
11. was not met for the TAG group and 2012 Performance was not met for Students
12. with Disabilities.
- 13.
14. THREE YEAR DATA TREND STATEMENT:
15. Three year data trends for the years 2011,2012, and 2013 in 3rd grade- 73%, 86%
16. and 92%. For 4th grade- 67%, 80%, and 74%. For 5th grade- 88%, 84%, and 87%.
17. The 6th grade trend was 82%, 88%, and 80%.
- 18.
- 19.
20. ATTENDANCE RATE
21. Jasper Elementary School's Attendance Rate:
- 22.
23. 2012-2013 97.9%
24. 2011-2012 97.5%
25. 2010-2011 96%
26. 2009-2010 96%
- 27.
28. PARENTAL INVOLVEMENT
29. Jasper Elementary School averaged 60% participation from parents at the

Supporting  
Data:

- 30. beginning of school Open House, and averaged 70% attendance at Parent Teacher
- 31. Conferences based on teacher sign in sheets at these events.
- 32.
- 33.
- 34.
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- 37.
- 38.
- 39.
- 40.
- 41.
- 42.

**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 2013 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 2013-14, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2014 are 81.93 for all students, and 80.37 for the TAGG. Growth goals are 76.70 for all students and 76.50 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 Dwayne Barnard as a .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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$8,000.00 <hr/> ACTION BUDGET: \$8,000.00
Total Budget:				\$8,000.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$30000**

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2013 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage. TLI formative data reflect similiar
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28. PARENTAL INVOLVEMENT
29. Jasper Elementary School averaged 60% participation from parents at the
30. beginning of school Open House, and averaged 70% attendance at Parent Teacher
31. Conferences based on teacher sign in sheets at these events.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
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- 41.
- 42.

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.

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Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire Dwayne Barnard as a .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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$30,000.00 <hr/> ACTION BUDGET: \$30,000.00
Total Budget:				\$30,000.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$25334**

Priority 1: Literacy

Supporting Data:

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2013 test data in grades 3-6 shows overall weakness in Writing Multiple
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5. results.
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8. LITERACY:
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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 2013 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 2013-14, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2014 are 81.93 for all students, and 80.37 for the TAGG. Growth goals are 76.70 for all students and 76.50 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
ACADEMIC ASSESSMENT: Setting aside funds for the purchase of The Learning	Melissa Parks	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	NSLA (State- 281) - \$334.00

<p>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 online. The license and maintenance of those machines are included.  Action Type: Alignment  Action Type: Program Evaluation</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<p>Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$334.00</p>
<p>Setting aside funds to purchase 25 computers @ \$990 for use in a supplemental lab to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds.  Action Type: Equity  Action Type: Technology Inclusion</p>	<p>David Dunlap</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$25,000.00</p>
<p>Total Budget:</p>				<p>\$25,334.00</p>

**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 -- \$7034**

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2013 test data in grades 3-6 shows overall weakness in Writing Multiple
4. Choice and in Reading Practical Passage. TLI formative data reflect similiar
5. results.
- 6.
- 7.

Supporting Data:

8. LITERACY:
9. Jasper Elementary is an Achieving School in Literacy, meeting 2013 Performance
10. AMO for All Students and Targeted Assistance Groups. Three Year performance AMO
11. was not met for the TAG group and 2012 Performance was not met for Students
12. with Disabilities.
- 13.
14. THREE YEAR DATA TREND STATEMENT:
15. Three year data trends for the years 2011,2012, and 2013 in 3rd grade- 73%, 86%
16. and 92%. For 4th grade- 67%, 80%, and 74%. For 5th grade- 88%, 84%, and 87%.
17. The 6th grade trend was 82%, 88%, and 80%.
- 18.
- 19.
20. ATTENDANCE RATE
21. Jasper Elementary School's Attendance Rate:
- 22.
23. 2012-2013 97.9%
24. 2011-2012 97.5%
25. 2010-2011 96%
26. 2009-2010 96%
- 27.
28. PARENTAL INVOLVEMENT
29. Jasper Elementary School averaged 60% participation from parents at the
30. beginning of school Open House, and averaged 70% attendance at Parent Teacher
31. Conferences based on teacher sign in sheets at these events.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.
- 41.
- 42.

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 2013 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 2013-14, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2014 are 81.93 for all students, and 80.37 for the TAGG. Growth goals are 76.70 for all students and 76.50 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
<p><b>ACADEMIC ASSESSMENT:</b> 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 online. The license and maintenance of those machines are included. Action Type: Alignment Action Type: Program Evaluation</p>	Melissa Parks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$4,334.00</p> <hr/> <p>ACTION BUDGET: \$4,334.00</p>
Total Budget:				\$4,334.00

Intervention: Parental Involvement

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$2,700.00</p> <hr/> <p>ACTION BUDGET: \$2,700.00</p>
Total Budget:				\$2,700.00

**JASPER HIGH SCHOOL -- \$146069.91**

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 -- \$0**

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

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**Source of Funds: NSLA (State-281) - Employee Benefits -- \$13116**

Priority 1: To Improve Math Skills

- Supporting Data:
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-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

Benchmark: Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 74.80 and the TAGG was 74.19 The 2013 AMO were 72.23 and 68.08, respectively. The AMO for 2014 is 75.00 for all students and 71.28 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, Jeff Middleton, 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) - \$7,808.00 Employee Benefits: <hr/> ACTION BUDGET: \$7,808.00
Total Budget:				\$7,808.00

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-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 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 ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 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 to hire a highly qualified teachers aide (Linda Middleton) to work under the direct supervision of a highly qualified teacher.	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: \$5,308.00
				ACTION BUDGET: \$5,308.00
Total Budget:				\$5,308.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$52463**

Priority 1: To Improve Math Skills

- Supporting Data:
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-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

Benchmark: Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 74.80 and the TAGG was 74.19 The 2013 AMO were 72.23 and 68.08, respectively. The AMO for 2014 is 75.00 for all students and 71.28 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, Jeff Middleton, 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

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-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 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 ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 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
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Setting aside funds to hire a highly qualified teachers aide (Linda Middleton) to work under the direct supervision of a highly qualified teacher.	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Salaries: \$21,233.00
				ACTION BUDGET: \$21,233.00
Total Budget:				\$21,233.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$67822.91**

Priority 2: To Improve Literacy Skills

- Supporting Data:
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 sub-group 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-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
  - 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 ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 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	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  ACTION BUDGET: \$334.00

science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation				
Setting aside funds to purchase 64 computers @ \$990 for a supplemental computer lab to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$67,488.91 <hr/> ACTION BUDGET: \$67,488.91
Total Budget:				\$67,822.91

**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 -- \$12668**

Priority 1: To Improve Math Skills

Supporting Data:

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-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--

84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65%  
2010--98.2%

**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. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

**Benchmark**  
Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 74.80 and the TAGG was 74.19 The 2013 AMO were 72.23 and 68.08, respectively. The AMO for 2014 is 75.00 for all students and 71.28 for TAGG.

Intervention: Parent Involvement				
Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	NSLA (State-281) - \$2,700.00 Purchased Services: <hr/> ACTION BUDGET: \$2,700.00
<b>Total Budget:</b>				<b>\$2,700.00</b>

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-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 3.

Supporting Data:

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 ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 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) - \$4,334.00 Purchased Services: <hr/> ACTION BUDGET: \$4,334.00
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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$5,634.00 Purchased Services: <hr/> ACTION BUDGET: \$5,634.00
<b>Total Budget:</b>				<b>\$9,968.00</b>

**JASPER SCHOOL DISTRICT -- \$99338**

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 -- \$0**

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

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**Source of Funds: NSLA (State-281) - Employee Benefits -- \$17868**

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 Needs
6. Improvement in Literacy, Needs Improvement in Math, and Achieving in Graduation
7. Rate. Three years of test data were analyzed to determine educational trends.
8. In literacy the identified emphasis areas are: open response, writing multiple
9. choice, and reading practical passage. In Math the identified emphasis areas
10. are: open response, geometry measurement, data analysis and probability, and
11. language of algebra.
- 12.
13. 2013 ESEA ACCOUNTABILITY REPORT
14. District:JASPER SCHOOL DISTRICT
15. School:JASPER SCHOOL DISTRICT
16. LEA:5102000
17. Address:P O BOX 446
18. JASPER, AR 72641
19. Phone:870-446-2223
- 20.
21. Superintendent:KERRY SAYLORS
22. Grades:K-12
23. Enrollment:894
24. Attendance (3 QTR AVG):97.80
25. Poverty Rate:72.48
- 26.
27. PERCENT TESTED STATUS: ACHIEVING
28. LITERACY
29. MATHEMATICS
30. ESEA Flexibility Indicators-# Attempted/# Expected/Percentage/# Attempted/#
31. Expected/Percentage
32. All Students-470/470/100.00/501/509/98.43
33. Targeted Achievement Gap Group-350/350/100.00/365/371/98.38

Supporting  
Data:

34. ESEA Subgroups-# Attempted/# Expected/Percentage/#  
 Attempted/#  
 35. Expected/Percentage  
 36. African American-2/2/100.00/2/2/100.00  
 37. Hispanic-6/6/100.00/6/6/100.00  
 38. White-437/437/100.00/467/475/98.32  
 39. Economically Disadvantaged-343/343/100.00/360/366/98.36  
 40. English Language Learners  
 41. Students with Disabilities-51/51/100.00/52/53/98.11  
 42.  
 43. STUDENT PERFORMANCE -- LITERACY  
 44. LITERACY STATUS:NEEDS IMPROVEMENT  
 45. STATUS PERFORMANCE -- LITERACY  
 46. GROWTH PERFORMANCE -- LITERACY  
 47. ESEA Flexibility Indicators-# Achieved  
 48. /# Tested/Percentage/2013 AMO/90TH PCTL/# Achieved/#  
 Tested/Percentage/2013  
 49. AMO/90TH PCTL  
 50. All Students-  
 359/456/78.73/81.79/91.00/238/301/79.07/80.50/93.00  
 51. Targeted Achievement Gap  
 52. Group-257/339/75.81/78.52/91.00/174/225/77.33/78.34/93.00  
 53. Three Year Average Performance-# Achieved/#  
 Tested/Percentage/2013 AMO/90TH  
 54. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL  
 55. All Students-  
 1075/1349/79.69/81.79/91.00/733/914/80.20/80.50/93.00  
 56. Targeted Achievement Gap  
 57. Group-760/998/76.15/78.52/91.00/530/680/77.94/78.34/93.00  
 58. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#  
 Achieved/#  
 59. Tested/Percentage/2013 AMO  
 60. African American-2/2/100.00/2/2/100.00  
 61. Hispanic-5/5/100.00/86.11/2/2/100.00/100.00  
 62. White-333/424/78.54/81.53/225/283/79.51/80.12  
 63. Economically Disadvantaged-  
 257/333/77.18/79.77/174/223/78.03/79.54  
 64. English Language Learners  
 65. Students with Disabilities-  
 10/49/20.41/39.10/6/27/22.22/46.08  
 66.  
 67. STUDENT PERFORMANCE -- MATHEMATICS  
 68. MATHEMATICS STATUS:NEEDS IMPROVEMENT  
 69. STATUS PERFORMANCE -- MATHEMATICS  
 70. GROWTH PERFORMANCE -- MATHEMATICS  
 71. ESEA Flexibility Indicators-# Achieved/#  
 Tested/Percentage/2013 AMO/90TH PCTL/#  
 72. Achieved# Tested/Percentage/2013 AMO/90TH PCTL  
 73. All Students-  
 380/482/78.84/81.53/92.00/177/301/58.80/73.29/81.00  
 74. Targeted Achievement Gap  
 75. Group-267/349/76.50/79.11/92.00/129/225/57.33/70.27/81.00  
 76. Three Year Average Performance-# Achieved/#  
 Tested/Percentage/2013 AMO/90TH  
 77. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL

78. All Students-  
1177/1495/78.73/81.53/92.00/584/914/63.89/73.29/81.00

79. Targeted Achievement Gap

80. Group-  
819/1082/75.69/79.11/92.00/417/680/61.32/70.27/81.00

81. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#  
Achieved/#

82. Tested/Percentage/2013 AMO

83. African American-2/2/100.00/0/2/0.00

84. Hispanic-4/4/100.00/72.23/2/2/100.00/100.00

85. White-334/429/77.86/81.73/164/283/57.95/73.04

86. Economically Disadvantaged-  
265/345/76.81/80.41/129/223/57.85/71.59

87. English Language Learners

88. Students with Disabilities-  
17/49/34.69/52.16/5/27/18.52/43.63

89.

90. 2012 SCHOOL GRADUATION RATE

91. GRADUATION RATE STATUS:ACHIEVING

92. ESEA Flexibility Indicators-# Actual Graduates/# Expected

93. Graduates/Percentage/2012 AMO/90TH PCTL

94. All Students-63/65/96.92/90.34/94.00

95. Targeted Achievement Gap Group-41/43/95.35/94.44/94.00

96. Three Year Average Performance-# Actual Graduates/#  
Expected

97. Graduates/Percentage/2012 AMO/90TH PCTL

98. All Students-183/203/90.15/90.34/94.00

99. Targeted Achievement Gap Group-118/131/90.08/94.44/94.00

100. ESEA Subgroups-# Actual Graduates/# Expected  
Graduates/Percentage/2012 AMO

101. African American-16.67

102. Hispanic-4/4/100.00/16.67

103. White-56/58/96.55/92.43

104. Economically Disadvantaged-39/41/95.12/94.05

105. English Language Learners-1/1/100.00

106. Students with Disabilities-11/11/100.00/95.37

107.

108.

109.

110.

111. The district uses Title 1, Title 2A, Title 6 state, ALE,  
Professional

112. Development and NSLA funds to supplement various  
instructional activites

113. throughout the district by providing funds for  
professional development in

114. areas of need, to purchase supplemental instructional  
materials, to support

115. emphasis in areas of greatest academic concern, and Title  
2A class size

116. reduction funds in a high poverty school.

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

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

Intervention: To provide administrative support for each school's academic program, by providing leadership, resources, materials and equipment to accomplish achievement goals.				
Scientific Based Research: The Administrative Team: Dynamism Vs. Dysfunction. Tyson, Nathan; Principal Leadership, V9n4 P45-46 Dec 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: \$5,816.00 <hr/> ACTION BUDGET: \$5,816.00
Total Budget:				\$5,816.00

**Priority 3: Wellness**

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%

**Supporting Data:**

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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- 63.

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

**Benchmark** In SY2013-14 there will be a ½% decrease in the number of students at-risk on the Body Mass Index screening.

**Benchmark** In SY2013-14 there will be an increase in school health index score by 2% in each of the 8 modules of Coordinated School Health.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site. Clinical Pediatrics, 40(2): 63-70. 2001 NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to hire Nicole Fairchild as a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the school based health center. Action Type: Wellness	Jeff Cantrell	Start: 07/01/2013 End: 07/01/2013		NSLA (State-281) - Employee Benefits: \$12,052.00 <hr/> ACTION BUDGET: \$12,052.00
Total Budget:				\$12,052.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$71470**

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 Needs

6. Improvement in Literacy, Needs Improvement in Math, and Achieving in Graduation  
 7. Rate. Three years of test data were analyzed to determine educational trends.  
 8. In literacy the identified emphasis areas are: open response, writing multiple  
 9. choice, and reading practical passage. In Math the identified emphasis areas  
 10. are: open response, geometry measurement, data analysis and probability, and  
 11. language of algebra.  
 12.  
 13. 2013 ESEA ACCOUNTABILITY REPORT  
 14. District:JASPER SCHOOL DISTRICT  
 15. School:JASPER SCHOOL DISTRICT  
 16. LEA:5102000  
 17. Address:P O BOX 446  
 18. JASPER, AR 72641  
 19. Phone:870-446-2223  
 20.  
 21. Superintendent:KERRY SAYLORS  
 22. Grades:K-12  
 23. Enrollment:894  
 24. Attendance (3 QTR AVG):97.80  
 25. Poverty Rate:72.48  
 26.  
 27. PERCENT TESTED STATUS: ACHIEVING  
 28. LITERACY  
 29. MATHEMATICS  
 30. ESEA Flexibility Indicators-# Attempted/#  
 Expected/Percentage/# Attempted/#  
 31. Expected/Percentage  
 32. All Students-470/470/100.00/501/509/98.43  
 33. Targeted Achievement Gap Group-  
 350/350/100.00/365/371/98.38  
 34. ESEA Subgroups-# Attempted/# Expected/Percentage/#  
 Attempted/#  
 35. Expected/Percentage  
 36. African American-2/2/100.00/2/2/100.00  
 37. Hispanic-6/6/100.00/6/6/100.00  
 38. White-437/437/100.00/467/475/98.32  
 39. Economically Disadvantaged-343/343/100.00/360/366/98.36  
 40. English Language Learners  
 41. Students with Disabilities-51/51/100.00/52/53/98.11  
 42.  
 43. STUDENT PERFORMANCE -- LITERACY  
 44. LITERACY STATUS:NEEDS IMPROVEMENT  
 45. STATUS PERFORMANCE -- LITERACY  
 46. GROWTH PERFORMANCE -- LITERACY  
 47. ESEA Flexibility Indicators-# Achieved  
 48. /# Tested/Percentage/2013 AMO/90TH PCTL/# Achieved/#  
 Tested/Percentage/2013  
 49. AMO/90TH PCTL  
 50. All Students-  
 359/456/78.73/81.79/91.00/238/301/79.07/80.50/93.00  
 51. Targeted Achievement Gap

52. Group-257/339/75.81/78.52/91.00/174/225/77.33/78.34/93.00  
 53. Three Year Average Performance-# Achieved/  
 Tested/Percentage/2013 AMO/90TH  
 54. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL  
 55. All Students-  
 1075/1349/79.69/81.79/91.00/733/914/80.20/80.50/93.00  
 56. Targeted Achievement Gap  
 57. Group-760/998/76.15/78.52/91.00/530/680/77.94/78.34/93.00  
 58. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/  
 Achieved/#  
 59. Tested/Percentage/2013 AMO  
 60. African American-2/2/100.00/2/2/100.00  
 61. Hispanic-5/5/100.00/86.11/2/2/100.00/100.00  
 62. White-333/424/78.54/81.53/225/283/79.51/80.12  
 63. Economically Disadvantaged-  
 257/333/77.18/79.77/174/223/78.03/79.54  
 64. English Language Learners  
 65. Students with Disabilities-  
 10/49/20.41/39.10/6/27/22.22/46.08  
 66.  
 67. STUDENT PERFORMANCE -- MATHEMATICS  
 68. MATHEMATICS STATUS:NEEDS IMPROVEMENT  
 69. STATUS PERFORMANCE -- MATHEMATICS  
 70. GROWTH PERFORMANCE -- MATHEMATICS  
 71. ESEA Flexibility Indicators-# Achieved/  
 Tested/Percentage/2013 AMO/90TH PCTL/#  
 72. Achieved# Tested/Percentage/2013 AMO/90TH PCTL  
 73. All Students-  
 380/482/78.84/81.53/92.00/177/301/58.80/73.29/81.00  
 74. Targeted Achievement Gap  
 75. Group-267/349/76.50/79.11/92.00/129/225/57.33/70.27/81.00  
 76. Three Year Average Performance-# Achieved/  
 Tested/Percentage/2013 AMO/90TH  
 77. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL  
 78. All Students-  
 1177/1495/78.73/81.53/92.00/584/914/63.89/73.29/81.00  
 79. Targeted Achievement Gap  
 80. Group-  
 819/1082/75.69/79.11/92.00/417/680/61.32/70.27/81.00  
 81. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/  
 Achieved/#  
 82. Tested/Percentage/2013 AMO  
 83. African American-2/2/100.00/0/2/0.00  
 84. Hispanic-4/4/100.00/72.23/2/2/100.00/100.00  
 85. White-334/429/77.86/81.73/164/283/57.95/73.04  
 86. Economically Disadvantaged-  
 265/345/76.81/80.41/129/223/57.85/71.59  
 87. English Language Learners  
 88. Students with Disabilities-  
 17/49/34.69/52.16/5/27/18.52/43.63  
 89.  
 90. 2012 SCHOOL GRADUATION RATE  
 91. GRADUATION RATE STATUS:ACHIEVING  
 92. ESEA Flexibility Indicators-# Actual Graduates/# Expected  
 93. Graduates/Percentage/2012 AMO/90TH PCTL  
 94. All Students-63/65/96.92/90.34/94.00

95. Targeted Achievement Gap Group-41/43/95.35/94.44/94.00
96. Three Year Average Performance-# Actual Graduates/#  
Expected
97. Graduates/Percentage/2012 AMO/90TH PCTL
98. All Students-183/203/90.15/90.34/94.00
99. Targeted Achievement Gap Group-118/131/90.08/94.44/94.00
100. ESEA Subgroups-# Actual Graduates/# Expected  
Graduates/Percentage/2012 AMO
101. African American-16.67
102. Hispanic-4/4/100.00/16.67
103. White-56/58/96.55/92.43
104. Economically Disadvantaged-39/41/95.12/94.05
105. English Language Learners-1/1/100.00
106. Students with Disabilities-11/11/100.00/95.37
- 107.
- 108.
- 109.
- 110.
111. The district uses Title 1, Title 2A, Title 6 state, ALE,  
Professional
112. Development and NSLA funds to supplement various  
instructional activites
113. throughout the district by providing funds for  
professional development in
114. areas of need, to purchase supplemental instructional  
materials, to support
115. emphasis in areas of greatest academic concern, and Title  
2A class size
116. reduction funds in a high poverty school.
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- 129.
- 130.
- 131.

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

Benchmark By the end of school year 2013-14, the district will meet or exceed the following 2013 Annual Measurable Objectives: Literacy Performance- All students 81.65 and TAGG 78.18, Literacy Growth- All students 81.88 and TAGG 79.14, Math Performance- All students

83.48 and TAGG 80.79, Math Growth- All students 75.88 and TAGG 72.07, Graduation Rate- All students 89.67 and TAGG 87.34.

Intervention: To provide administrative support for each school's academic program, by providing leadership, resources, materials and equipment to accomplish achievement goals.				
Scientific Based Research: The Administrative Team: Dynamism Vs. Dysfunction. Tyson, Nathan; Principal Leadership, V9n4 P45-46 Dec 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Salaries: \$23,262.00 <hr/> ACTION BUDGET: \$23,262.00
Total Budget:				\$23,262.00

Priority 3: Wellness

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 –

Supporting Data:

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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- 62.
- 63.

Goal

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

Benchmark

In SY2013-14 there will be a ½% decrease in the number of students at-risk on the Body Mass Index screening.



Benchmark In SY2013-14 there will be an increase in school health index score by 2% in each of the 8 modules of Coordinated School Health.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site. Clinical Pediatrics, 40(2): 63-70. 2001 NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to hire Nicole Fairchild as a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the school based health center. Action Type: Wellness	Jeff Cantrell	Start: 07/01/2013 End: 07/01/2013		NSLA (State-281) - Employee Salaries: \$48,208.00 <hr/> ACTION BUDGET: \$48,208.00
Total Budget:				\$48,208.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10000**

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 Needs
6. Improvement in Literacy, Needs Improvement in Math, and Achieving in Graduation
7. Rate. Three years of test data were analyzed to determine educational trends.
8. In literacy the identified emphasis areas are: open response, writing multiple
9. choice, and reading practical passage. In Math the identified emphasis areas
10. are: open response, geometry measurement, data analysis and probability, and
11. language of algebra.
- 12.
13. 2013 ESEA ACCOUNTABILITY REPORT
14. District:JASPER SCHOOL DISTRICT
15. School:JASPER SCHOOL DISTRICT
16. LEA:5102000
17. Address:P O BOX 446
18. JASPER, AR 72641
19. Phone:870-446-2223
- 20.
21. Superintendent:KERRY SAYLORS
22. Grades:K-12

Supporting Data:

23. Enrollment:894  
 24. Attendance (3 QTR AVG):97.80  
 25. Poverty Rate:72.48  
 26.  
 27. PERCENT TESTED STATUS: ACHIEVING  
 28. LITERACY  
 29. MATHEMATICS  
 30. ESEA Flexibility Indicators-# Attempted/#  
     Expected/Percentage/# Attempted/#  
 31. Expected/Percentage  
 32. All Students-470/470/100.00/501/509/98.43  
 33. Targeted Achievement Gap Group-  
     350/350/100.00/365/371/98.38  
 34. ESEA Subgroups-# Attempted/# Expected/Percentage/#  
     Attempted/#  
 35. Expected/Percentage  
 36. African American-2/2/100.00/2/2/100.00  
 37. Hispanic-6/6/100.00/6/6/100.00  
 38. White-437/437/100.00/467/475/98.32  
 39. Economically Disadvantaged-343/343/100.00/360/366/98.36  
 40. English Language Learners  
 41. Students with Disabilities-51/51/100.00/52/53/98.11  
 42.  
 43. STUDENT PERFORMANCE -- LITERACY  
 44. LITERACY STATUS:NEEDS IMPROVEMENT  
 45. STATUS PERFORMANCE -- LITERACY  
 46. GROWTH PERFORMANCE -- LITERACY  
 47. ESEA Flexibility Indicators-# Achieved  
 48. /# Tested/Percentage/2013 AMO/90TH PCTL/# Achieved/#  
     Tested/Percentage/2013  
 49. AMO/90TH PCTL  
 50. All Students-  
     359/456/78.73/81.79/91.00/238/301/79.07/80.50/93.00  
 51. Targeted Achievement Gap  
 52. Group-257/339/75.81/78.52/91.00/174/225/77.33/78.34/93.00  
 53. Three Year Average Performance-# Achieved/#  
     Tested/Percentage/2013 AMO/90TH  
 54. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL  
 55. All Students-  
     1075/1349/79.69/81.79/91.00/733/914/80.20/80.50/93.00  
 56. Targeted Achievement Gap  
 57. Group-760/998/76.15/78.52/91.00/530/680/77.94/78.34/93.00  
 58. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#  
     Achieved/#  
 59. Tested/Percentage/2013 AMO  
 60. African American-2/2/100.00/2/2/100.00  
 61. Hispanic-5/5/100.00/86.11/2/2/100.00/100.00  
 62. White-333/424/78.54/81.53/225/283/79.51/80.12  
 63. Economically Disadvantaged-  
     257/333/77.18/79.77/174/223/78.03/79.54  
 64. English Language Learners  
 65. Students with Disabilities-  
     10/49/20.41/39.10/6/27/22.22/46.08  
 66.  
 67. STUDENT PERFORMANCE -- MATHEMATICS  
 68. MATHEMATICS STATUS:NEEDS IMPROVEMENT

69. STATUS PERFORMANCE -- MATHEMATICS  
 70. GROWTH PERFORMANCE -- MATHEMATICS  
 71. ESEA Flexibility Indicators-# Achieved/#  
     Tested/Percentage/2013 AMO/90TH PCTL/#  
 72. Achieved# Tested/Percentage/2013 AMO/90TH PCTL  
 73. All Students-  
     380/482/78.84/81.53/92.00/177/301/58.80/73.29/81.00  
 74. Targeted Achievement Gap  
 75. Group-267/349/76.50/79.11/92.00/129/225/57.33/70.27/81.00  
 76. Three Year Average Performance-# Achieved/#  
     Tested/Percentage/2013 AMO/90TH  
 77. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL  
 78. All Students-  
     1177/1495/78.73/81.53/92.00/584/914/63.89/73.29/81.00  
 79. Targeted Achievement Gap  
 80. Group-  
     819/1082/75.69/79.11/92.00/417/680/61.32/70.27/81.00  
 81. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#  
     Achieved/#  
 82. Tested/Percentage/2013 AMO  
 83. African American-2/2/100.00/0/2/0.00  
 84. Hispanic-4/4/100.00/72.23/2/2/100.00/100.00  
 85. White-334/429/77.86/81.73/164/283/57.95/73.04  
 86. Economically Disadvantaged-  
     265/345/76.81/80.41/129/223/57.85/71.59  
 87. English Language Learners  
 88. Students with Disabilities-  
     17/49/34.69/52.16/5/27/18.52/43.63  
 89.  
 90. 2012 SCHOOL GRADUATION RATE  
 91. GRADUATION RATE STATUS:ACHIEVING  
 92. ESEA Flexibility Indicators-# Actual Graduates/# Expected  
 93. Graduates/Percentage/2012 AMO/90TH PCTL  
 94. All Students-63/65/96.92/90.34/94.00  
 95. Targeted Achievement Gap Group-41/43/95.35/94.44/94.00  
 96. Three Year Average Performance-# Actual Graduates/#  
     Expected  
 97. Graduates/Percentage/2012 AMO/90TH PCTL  
 98. All Students-183/203/90.15/90.34/94.00  
 99. Targeted Achievement Gap Group-118/131/90.08/94.44/94.00  
 100. ESEA Subgroups-# Actual Graduates/# Expected  
     Graduates/Percentage/2012 AMO  
 101. African American-16.67  
 102. Hispanic-4/4/100.00/16.67  
 103. White-56/58/96.55/92.43  
 104. Economically Disadvantaged-39/41/95.12/94.05  
 105. English Language Learners-1/1/100.00  
 106. Students with Disabilities-11/11/100.00/95.37  
 107.  
 108.  
 109.  
 110.  
 111. The district uses Title 1, Title 2A, Title 6 state, ALE,  
     Professional  
 112. Development and NSLA funds to supplement various  
     instructional activites

- 113. throughout the district by providing funds for professional development in
- 114. areas of need, to purchase supplemental instructional materials, to support
- 115. emphasis in areas of greatest academic concern, and Title 2A class size
- 116. reduction funds in a high poverty school.
- 117.
- 118.
- 119.
- 120.
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- 122.
- 123.
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- 129.
- 130.
- 131.

**Goal** All school district students assessed on grades 3,4,5,6,7,8 Benchmark Exams, 11th Grade Literacy Exam, and Algebra and Geometry End of Course Exams will score proficient or advanced. Ninety-five percent of the Combined Population students and each subgroup will be tested. The graduation rate for the schools will meet or exceed the 2013 Annual Measurable Objectives for both TAGG and NON-TAGG. The percent of students meeting performance requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective. The percent of students meeting growth requirements in both the TAGG and NON-TAGG will meet or exceed the 2013 Annual Measurable Objective. By the end of school year 2013-14, the district will meet or exceed the following 2013 Annual Measurable Objectives: Literacy Performance- All students 81.65 and TAGG 78.18, **Benchmark** Literacy Growth- All students 81.88 and TAGG 79.14, Math Performance- All students 83.48 and TAGG 80.79, Math Growth- All students 75.88 and TAGG 72.07, Graduation Rate- All students 89.67 and TAGG 87.34.

Intervention: To provide administrative support for each school's academic program, by providing leadership, resources, materials and equipment to accomplish achievement goals.				
Scientific Based Research: The Administrative Team: Dynamism Vs. Dysfunction. Tyson, Nathan; Principal Leadership, V9n4 P45-46 Dec 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$10,000.00 <hr/> ACTION BUDGET: \$10,000.00

purchases are supplemental to the program already implemented with state or local funds. Action Type: Technology Inclusion				
Total Budget:				\$10,000.00

**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 -- \$123559**

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 -- \$30000**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ESEA AMO for Literacy 2013: Needs Improvement ITBS Literacy 2013: Data First Grade: 95% Proficient and Advanced Second Grade: 67% Proficient and Advanced ITBS Literacy 2012: Data from NORMES First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: First grade's weakest area was vocabulary(nouns. Second grade's weakest areas were: Vocabulary (modifiers and verbs), Story Comprehension (Factual understanding), Spellings/Spelling in Context (vowels, consonants), affixes, Capitalization in Context (writing conventions)
2. ESEA SUBGROUPS 2013: All Students: Performance:77.63/AMO: 94 needs to gain 16.37 Growth:71.15/ AMO: 89.47 needs to gain 18.32 TAGG: Performance:73.08/ AMO:94.44 needs to gain 21.36 Growth:72.22/AMO: 90.39 needs to gain 18.17 Hispanic: Performance:100/ AMO: 100 needs to continue to perform or grow Growth:100/AMO: 100 needs to continue to perform or grow Caucasian: Performance:77.14/AMO:93.57 needs to gain 16.43 Growth:71.43/ AMO: 88.68 needs to gain 17.25 EConomically Disadvantaged: Performance:73.08/AMO: 94.44 needs to gain 21.36 Growth:72.22/ AMO: 90.39 needs to gain 18.17 Students with Disabilities: Performance:33.33/AMO:75 needs to gain 41.67 Growth:25/ AMO:100 needs to gain 75 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. 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-Writing: OR-Writing--Content and Style and Mechanics. Language: Usage and expression, vocabulary, spelling/punctuaion/capitalization in context, story comprehension Proficient and Advanced: 2011:93% 2012:53% --decrease of 40%, 2013:81%--increase of 21%,increase of 30% advanced Grade 4: OR- Content and Practical Passage

Supporting Data:

Proficient and Advanced: 2011: 95% 2012: 82% --decrease of 8% 2013: 63%--decrease of 19% Grade 5: OR- Content and Practical Passage Proficient and Advanced: 2011: 90% 2012: 94% --increase of 4% 2013: 84%--decrease of 10% Grade 6: OR- Practical Passages Proficient and Advanced: 2011: 89% 2012: 85% --decrease of 4% 2013: 81%--decrease of 4%

4. Formative Assessments(TLI) Grades K-6 with an enrollement of 148~25 students (17%)required an AIP/IRI for 2013.
5. Attendance Rate: 2013: 100% 2012: 95.95% 2011: 91.13%

**Goal** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

**Benchmark** In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 94.00/89.47  
 TAGG: 94.44/90.39  
 Hispanic: 100.00/100.00  
 Caucasian 93.57/88.68  
 Economically Disadvantage: 94.44/90.39  
 Students with Disabilities: 75.00/100.00

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 to purchase 25 Computers @ \$1300 each for use in a student lab to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Capital Outlay: \$30,000.00  ACTION BUDGET: \$30,000.00
Total Budget:				\$30,000.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$17238.5**

Priority 1: Literacy

1. ESEA AMO for Literacy 2012: Achieving School ESEA AMO for Literacy 2013: Needs Improvement ITBS Literacy 2013: Data First Grade: 95% Proficient and Advanced Second Grade: 67% Proficient and Advanced ITBS Literacy 2012: Data from NORMES First Grade: 89% Proficient and Advanced Second Grade:71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST

- and SECOND GRADES: First grade's weakest area was vocabulary(nouns. Second grade's weakest areas were: Vocabulary (modifiers and verbs), Story Comprehension (Factual understanding), Spellings/Spelling in Context (vowels, consonants), affixes, Capitalization in Context (writing conventions)
2. ESEA SUBGROUPS 2013: All Students: Performance:77.63/AMO: 94 needs to gain 16.37 Growth:71.15/ AMO: 89.47 needs to gain 18.32 TAGG: Performance:73.08/ AMO:94.44 needs to gain 21.36 Growth:72.22/AMO: 90.39 needs to gain 18.17 Hispanic: Performance:100/ AMO: 100 needs to continue to perform or grow Growth:100/AMO: 100 needs to continue to perform or grow Caucasian: Performance:77.14/AMO:93.57 needs to gain 16.43 Growth:71.43/ AMO: 88.68 needs to gain 17.25 EConomically Disadvantaged: Performance:73.08/AMO: 94.44 needs to gain 21.36 Growth:72.22/ AMO: 90.39 needs to gain 18.17 Students with Disabilities: Performance:33.33/AMO:75 needs to gain 41.67 Growth:25/ AMO:100 needs to gain 75 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. 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-Writing: OR-Writing--Content and Style and Mechanics. Language: Usage and expression, vocabulary, spelling/punctuaion/capitalization in context, story comprehension Proficient and Advanced: 2011:93% 2012:53% --decrease of 40%, 2013:81%--increase of 21%,increase of 30% advanced Grade 4: OR- Content and Practical Passage Proficient and Advanced: 2011: 95% 2012: 82% --decrease of 8% 2013: 63%--decrease of 19% Grade 5: OR- Content and Practical Passage Proficient and Advanced: 2011: 90% 2012: 94% --increase of 4% 2013: 84%--decrease of 10% Grade 6: OR- Practical Passages Proficient and Advanced: 2011: 89% 2012: 85% --decrease of 4% 2013: 81%--decrease of 4%
  4. Formative Assessments(TLI) Grades K-6 with an enrollement of 148~~25 students (17%)required an AIP/IRI for 2013.
  5. Attendance Rate: 2013: 100% 2012: 95.95% 2011: 91.13%

**Goal** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

**Benchmark** In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 94.00/89.47  
 TAGG: 94.44/90.39  
 Hispanic: 100.00/100.00  
 Caucasian 93.57/88.68  
 Economically Disadvantage: 94.44/90.39  
 Students with Disabilities: 75.00/100.00

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>EQUITY: Hire .25 FTE highly qualified Elementary Counselor, Alice Smith, 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</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$2,728.50</p> <hr/> <p>ACTION BUDGET: \$2,728.50</p>
<p>Hire .80 FTE highly qualified lab aide, Kim Summers, to facilitate computer use in the computer lab. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Employee Benefits: \$5,000.00</p> <hr/> <p>ACTION BUDGET: \$5,000.00</p>
<p>Total Budget:</p>				<p>\$7,728.50</p>

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.

Supporting Data:



- 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 -
- 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 2013-14 school year, 3% 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 1.0 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$9,510.00 <hr/> ACTION BUDGET: \$9,510.00
Total Budget:				\$9,510.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$68952.5**

Priority 1: Literacy

- Supporting Data:
1. ESEA AMO for Literacy 2012: Achieving School ESEA AMO for Literacy 2013: Needs Improvement ITBS Literacy 2013: Data First Grade: 95% Proficient and Advanced Second Grade: 67% Proficient and Advanced ITBS Literacy 2012: Data from NORMES First Grade: 89% Proficient and Advanced Second Grade: 71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: First grade's weakest area was vocabulary(nouns. Second grade's weakest areas were: Vocabulary (modifiers and verbs), Story Comprehension (Factual understanding), Spellings/Spelling in Context (vowels, consonants), affixes, Capitalization in Context (writing conventions)
  2. ESEA SUBGROUPS 2013: All Students: Performance:77.63/AMO: 94 needs to gain 16.37 Growth:71.15/ AMO: 89.47 needs to gain 18.32 TAGG: Performance:73.08/ AMO:94.44 needs to gain 21.36 Growth:72.22/AMO: 90.39 needs to gain 18.17 Hispanic: Performance:100/ AMO: 100 needs to continue to perform or grow Growth:100/AMO: 100 needs to continue to perform or grow Caucasian: Performance:77.14/AMO:93.57 needs to gain 16.43 Growth:71.43/ AMO: 88.68 needs to gain 17.25 EConomically Disadvantaged: Performance:73.08/AMO: 94.44 needs to gain 21.36 Growth:72.22/ AMO: 90.39 needs to gain 18.17 Students with Disabilities: Performance:33.33/AMO:75 needs to gain 41.67 Growth:25/ AMO:100 needs

to gain 75 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. 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-Writing: OR-Writing--Content and Style and Mechanics. Language: Usage and expression, vocabulary, spelling/punctuaion/capitalization in context, story comprehension Proficient and Advanced: 2011:93% 2012:53% --decrease of 40%, 2013:81%--increase of 21%,increase of 30% advanced Grade 4: OR- Content and Practical Passage Proficient and Advanced: 2011: 95% 2012: 82% --decrease of 8% 2013: 63%--decrease of 19% Grade 5: OR- Content and Practical Passage Proficient and Advanced: 2011: 90% 2012: 94% --increase of 4% 2013: 84%--decrease of 10% Grade 6: OR- Practical Passages Proficient and Advanced: 2011: 89% 2012: 85% --decrease of 4% 2013: 81%--decrease of 4%
4. Formative Assessments(TLI) Grades K-6 with an enrollement of 148~~25 students (17%)required an AIP/IRI for 2013.
5. Attendance Rate: 2013: 100% 2012: 95.95% 2011: 91.13%

**Goal** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

**Benchmark** All Students: 94.00/89.47  
TAGG: 94.44/90.39  
Hispanic: 100.00/100.00  
Caucasian 93.57/88.68  
Economically Disadvantage: 94.44/90.39  
Students with Disabilities: 75.00/100.00

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
EQUITY: Hire .25 FTE highly qualified Elementary Counselor, Alice Smith, to supplement required 1.00 counseling position. This employment is supplemental to the program already implemented with state or local funds. Action Type: Equity	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - \$10,912.50 Employee Salaries: <hr/> ACTION BUDGET: \$10,912.50

Action Type: Title I Schoolwide				
Hire .80 FTE highly qualified lab aide, Kim Summers, to facilitate computer use in the computer lab. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Marsha Shaver	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$20,000.00 Employee Salaries: <hr/> ACTION BUDGET: \$20,000.00
Total Budget:				\$30,912.50

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.
- 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.

Supporting Data:

- 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 - 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 2013-14 school year, 3% 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 1.0 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$38,040.00 <hr/> ACTION BUDGET: \$38,040.00
Total Budget:				\$38,040.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$334**

Priority 1: Literacy

Supporting Data:

1. ESEA AMO for Literacy 2012: Achieving School ESEA AMO for Literacy 2013: Needs Improvement ITBS Literacy 2013: Data First Grade: 95% Proficient and Advanced Second Grade: 67% Proficient and Advanced ITBS Literacy 2012: Data from NORMES First Grade: 89% Proficient and Advanced Second Grade: 71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: First grade's weakest area was vocabulary(nouns. Second grade's weakest areas were: Vocabulary (modifiers and verbs), Story Comprehension (Factual understanding), Spellings/Spelling in Context (vowels, consonants), affixes, Capitalization in Context (writing conventions)
2. ESEA SUBGROUPS 2013: All Students: Performance:77.63/AMO: 94 needs to gain 16.37 Growth:71.15/ AMO: 89.47 needs to gain 18.32 TAGG: Performance:73.08/ AMO:94.44 needs to gain 21.36 Growth:72.22/AMO: 90.39 needs to gain 18.17 Hispanic: Performance:100/ AMO: 100 needs to continue to perform or grow Growth:100/AMO: 100 needs to continue to perform or grow Caucasian: Performance:77.14/AMO:93.57 needs to gain 16.43 Growth:71.43/ AMO: 88.68 needs to gain 17.25 EConomically Disadvantaged: Performance:73.08/AMO: 94.44 needs to gain 21.36 Growth:72.22/ AMO: 90.39 needs to gain 18.17 Students with Disabilities: Performance:33.33/AMO:75 needs to gain 41.67 Growth:25/ AMO:100 needs to gain 75 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. 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-Writing: OR-Writing--Content and Style and Mechanics. Language: Usage and expression, vocabulary,

- spelling/punctuaion/capitalization in context, story comprehension Proficient and Advanced: 2011:93% 2012:53% --decrease of 40%, 2013:81%--increase of 21%,increase of 30% advanced Grade 4: OR- Content and Practical Passage Proficient and Advanced: 2011: 95% 2012: 82% --decrease of 8% 2013: 63%--decrease of 19% Grade 5: OR- Content and Practical Passage Proficient and Advanced: 2011: 90% 2012: 94% --increase of 4% 2013: 84%--decrease of 10% Grade 6: OR- Practical Passages Proficient and Advanced: 2011: 89% 2012: 85% --decrease of 4% 2013: 81%--decrease of 4%
4. Formative Assessments(TLI) Grades K-6 with an enrollement of 148~~25 students (17%)required an AIP/IRI for 2013.
  5. Attendance Rate: 2013: 100% 2012: 95.95% 2011: 91.13%

**Goal** The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 94.00/89.47  
 TAGG: 94.44/90.39

**Benchmark** Hispanic: 100.00/100.00  
 Caucasian 93.57/88.68  
 Economically Disadvantage: 94.44/90.39  
 Students with Disabilities: 75.00/100.00

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: 07/01/2013 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
Total Budget:				\$334.00

**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 -- \$7034**  
 Priority 1: Literacy

Supporting  
Data:

1. ESEA AMO for Literacy 2012: Achieving School ESEA AMO for Literacy 2013: Needs Improvement ITBS Literacy 2013: Data First Grade: 95% Proficient and Advanced Second Grade: 67% Proficient and Advanced ITBS Literacy 2012: Data from NORMES First Grade: 89% Proficient and Advanced Second Grade: 71% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: First grade's weakest area was vocabulary (nouns. Second grade's weakest areas were: Vocabulary (modifiers and verbs), Story Comprehension (Factual understanding), Spellings/Spelling in Context (vowels, consonants), affixes, Capitalization in Context (writing conventions)
2. ESEA SUBGROUPS 2013: All Students: Performance: 77.63/AMO: 94 needs to gain 16.37 Growth: 71.15/AMO: 89.47 needs to gain 18.32 TAGG: Performance: 73.08/AMO: 94.44 needs to gain 21.36 Growth: 72.22/AMO: 90.39 needs to gain 18.17 Hispanic: Performance: 100/AMO: 100 needs to continue to perform or grow Growth: 100/AMO: 100 needs to continue to perform or grow Caucasian: Performance: 77.14/AMO: 93.57 needs to gain 16.43 Growth: 71.43/AMO: 88.68 needs to gain 17.25 Economically Disadvantaged: Performance: 73.08/AMO: 94.44 needs to gain 21.36 Growth: 72.22/AMO: 90.39 needs to gain 18.17 Students with Disabilities: Performance: 33.33/AMO: 75 needs to gain 41.67 Growth: 25/AMO: 100 needs to gain 75 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. 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-Writing: OR-Writing--Content and Style and Mechanics. Language: Usage and expression, vocabulary, spelling/punctuation/capitalization in context, story comprehension Proficient and Advanced: 2011: 93% 2012: 53% --decrease of 40%, 2013: 81%--increase of 21%, increase of 30% advanced Grade 4: OR- Content and Practical Passage Proficient and Advanced: 2011: 95% 2012: 82% --decrease of 8% 2013: 63%--decrease of 19% Grade 5: OR- Content and Practical Passage Proficient and Advanced: 2011: 90% 2012: 94% --increase of 4% 2013: 84%--decrease of 10% Grade 6: OR- Practical Passages Proficient and Advanced: 2011: 89% 2012: 85% --decrease of 4% 2013: 81%--decrease of 4%
4. Formative Assessments (TLI) Grades K-6 with an enrollment of 148 ~ ~ 25 students (17%) required an AIP/IRI for 2013.
5. Attendance Rate: 2013: 100% 2012: 95.95% 2011: 91.13%

Goal

The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2013-14. In 2013 the literacy status is NEEDS IMPROVEMENT. It is our goal 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 2013-14 school year.

In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

All Students: 94.00/89.47

TAGG: 94.44/90.39

Benchmark

Hispanic: 100.00/100.00

Caucasian 93.57/88.68

Economically Disadvantage: 94.44/90.39

Students with Disabilities: 75.00/100.00

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: 07/01/2013 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
Total Budget:				\$4,334.00

Intervention: Parent Involvement

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$2,700.00 <hr/> ACTION BUDGET: \$2,700.00
Total Budget:				\$2,700.00

**KINGSTON HIGH SCHOOL -- \$58643**

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 -- \$32000**

Priority 2: Improve Literacy Skills

Supporting  
Data:

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

- 48.
49. 2011: 100%
50. 2012: 92%.. a decrease of 8% from previous year
51. 2013: 89%..a decrease of 3% from previous year
52. Needs for 11 grade Literacy:(2013)Same as for 2011-12.
53. Grade 11 Literacy:
54. MC: Reading Literary Passage
55. OR: Reading Content and Practical Passages
56. Writing Content;however it was at or above 75%.
57. Proficient or Advanced:
58. 2011: 83%
59. 2012: 80%...decreased 3%, but have improved 22% since 2010.
60. 2013: 63%--decreased 17%
- 61.
  
- 62.
63. ESEA Subgroups 2012 Performance 2012 Growth
64. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10  
< 10
65. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
66. White 41: 82.93/ 90.45 //25 92.00/ 94.09
67. Economically Disadvantaged 32: 84.38 /84.20 //17:  
94.12/ 89.22
68. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
69. Students with Disabilities n < 10 n < 10 n < 10 n < 10  
n < 10 n < 10
- 70.
  
- 71.
- 72.
- 73.
74. Graduation Rate:
75. 2010:94.8%
76. 2011:90.91% meet
77. 2012:95% meet
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.
- 86.
- 87.
- 88.
- 89.
- 90.

Goal

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

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

All Students: 91.35/95.31  
 TAGG: 87.07/91.18  
 Hispanic: 62.50/na  
 Caucasian 92.19/95.16  
 Economically Disadvantage: 87.07/91.18  
 Students with Disabilities 25.00/25.00

Benchmark

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 to purchase 30 Computers @ \$990 each for use in a student lab to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$32,000.00  ACTION BUDGET: \$32,000.00
Total Budget:				\$32,000.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$2728.5**

Priority 1: Mathematics

Supporting Data:

1. DATA BELOW REFLECTS THE GAINS THAT MUST TO BE MAKE TO MEET AMO'S FOR PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR. All Students: performance: 76.79//88.05-- need to gain 11.26 Growth: 72.71//88.29--need to gain 15.58 TAGG: performance: 74.19//82.46--need to gain 8.27 Growth: 72.22//82.35--need to gain 10.13 TAGG group made growth in 2013. (2014) ALL STUDENTS: PERFORMANCE 76.79//88.05--need to gain 11.26 TAGG: 74.19//84.21--need to gain 10.02 HISPANIC: 100//100 - -continue to make gains CAUCASIAN: 73.47//89.61--need to gain 16.14 ECONOMICALLY DISADVANTAGED: 74.19//85.81--need to gain 11.43 STUDENTS WITH DISABILITIES: 0.00//50.00--need to make 50 ALL STUDENTS: GROWTH ALL STUDENTS: 72.41//88.29--need to gain 15.88 TAGG: 72.22//82.35--need to gain 10.13 HISPANIC: 100.00// CAUCASIAN: 69.23//90.33--need to gain 21.10 ECONOMICALLY DISADVANTAGED: 72.22//82.35--need to gain 10.13 STUDENTS WITH DISABILITIES: 0.00//100.00--need to gain 100 (2012): PERFORMANCE//GROWTH All Students: 198: 83.33/85.39//91: 84.62//85.68 TAGG: 115: 79.13//80.70//51: 80.39/78.43
2. NEEDS IMPROVEMENT: Grade 7: The areas of Algebra and Measurement were both strong in the multiple choice format, but low in open response. Open response strategies will be reinforced in all areas, with special focus on Algebra and Measurement Proficient and Advanced: 2011: 73% 2012:

89%...15% gain from last year 2013: 88%--only 2 students need remediation per TLI Grade 8: The areas of Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability were low in multiple choice and considerably low in open response format. Reinforcement of strategies for both problem types will be addressed in all areas. Proficient and Advanced: 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010. 2013:66%--7 students require remediation per TLI

ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n// < 10 n < 10 n < 10 n < 10 Hispanic n < 10 n < 10 n < 10// n < 10 n < 10 White 56: 91.07 //87.30// 25: 84.00 /88.18 Economically Disadvantaged 34: 85.29/ 82.66 //17: 88.24//78.43 English Learners n < 10 n < 10 n < 10// n < 10 n < 10 n < 10 Students with Disabilities n < 10 n < 10 n < 10 //n < 10 n < 10 n < 10

3. Algebra 1
4. The areas of Language of Algebra and Non-Linear Functions were low in the
5. multiple choice format, as well as open response. Solving Equations and
6. Inequalities was an additional low area in the open response format.
7. Strategies for these areas will be reinforced.
- 8.
9. Geometry:
10. Coordinate Geometry and Transformations were a low area in the multiple choice
11. and open response format. Triangles, Measurement, and Relationships between
12. Two and Three Dimensions were low areas in the open response format.
- 13.
14. Overall, all subjects need deeper instruction in open response problem solving
15. strategies across all areas.
- 16.
- 17.
  
18. 2 students require remediation in Algebra and only 1 student in Geometry per
19. TLI.
- 20.
21. Advance/Proficient
22. Grade 7:
23. 2011: 73%
24. 2012: 89%--an increase of 16%
25. 2013: 88%--a decrease of 1%
26. TLI indicates that 2 out of 16 students in 7th grade require remediation(12%).
- 27.
28. Grade 8:
29. 2011: 100%
30. 2012: 92%--a decrease of 8%
31. 2013: 89%--a decrease of 3%
- 32.
33. TLI indicates that 7 out of 18 students in 8th grade require remediation(39%).
- 34.
- 35.

- 36.
- 37.
- 38.
- 39. Graduation Rate:
- 40. 2013: 95%
- 41. 2012: 90.91%
- 42. 2011: 90.90%
- 43.
- 44.
  
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.

**Goal** The goal for math students in Kingston High School is to meet or exceed Math Performance AMO or the Math Growth AMO for all groups for the 2013-14 school year. In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 88.05/88.29  
 TAGG: 84.21/82.35  
 Hispanic: 100.00/na  
 Caucasian 89.61/90.33  
 Economically Disadvantage: 85.81/82.35  
 Students with Disabilities 50.00/100.00

**Benchmark**

Test results for 2011-12 showed that 80% of the students scored proficient or advanced on Algebra I and 91% for Geometry.  
 Test results for 2012-13 showed that 80% of the students scored proficient or advanced in Algebra I and 91.3% in Geometry.

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	Kerry Saylor	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) - \$2,728.50 Employee Benefits: <hr/> ACTION BUDGET: \$2,728.50

or local funds. Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Total Budget:				\$2,728.50

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$10912.5**

Priority 1: Mathematics

Supporting  
Data:

1. DATA BELOW REFLECTS THE GAINS THAT MUST TO BE MAKE TO MEET AMO'S FOR PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR. All Students: performance: 76.79//88.05-- need to gain 11.26 Growth: 72.71//88.29--need to gain 15.58 TAGG: performance: 74.19//82.46--need to gain 8.27 Growth: 72.22//82.35--need to gain 10.13 TAGG group made growth in 2013. (2014) ALL STUDENTS: PERFORMANCE 76.79//88.05--need to gain 11.26 TAGG: 74.19//84.21--need to gain 10.02 HISPANIC: 100//100 - -continue to make gains CAUCASIAN: 73.47//89.61--need to gain 16.14 ECONOMICALLY DISADVANTAGED: 74.19//85.81--need to gain 11.43 STUDENTS WITH DISABILITIES: 0.00//50.00--need to make 50 ALL STUDENTS: GROWTH ALL STUDENTS: 72.41//88.29--need to gain 15.88 TAGG: 72.22//82.35--need to gain 10.13 HISPANIC: 100.00// CAUCASIAN: 69.23//90.33--need to gain 21.10 ECONOMICALLY DISADVANTAGED: 72.22//82.35--need to gain 10.13 STUDENTS WITH DISABILITIES: 0.00//100.00--need to gain 100 (2012): PERFORMANCE//GROWTH All Students: 198: 83.33/85.39//91: 84.62//85.68 TAGG: 115: 79.13//80.70//51: 80.39/78.43
2. NEEDS IMPROVEMENT: Grade 7: The areas of Algebra and Measurement were both strong in the multiple choice format, but low in open response. Open response strategies will be reinforced in all areas, with special focus on Algebra and Measurement Proficient and Advanced: 2011: 73% 2012: 89%...15% gain from last year 2013: 88%--only 2 students need remediation per TLI Grade 8: The areas of Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability were low in multiple choice and considerably low in open response format. Reinforcement of strategies for both problem types will be addressed in all areas. Proficient and Advanced: 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010. 2013:66%--7 students require remediation per TLI ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n// < 10 n < 10 n < 10 n < 10 Hispanic n < 10 n < 10 n < 10// n < 10 n < 10 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 n < 10 Students with Disabilities n < 10 n < 10 n < 10 //n < 10 n < 10 n < 10
3. Algebra 1
4. The areas of Language of Algebra and Non-Linear Functions were low in the
5. multiple choice format, as well as open response. Solving Equations and
6. Inequalities was an additional low area in the open response format.
7. Strategies for these areas will be reinforced.
- 8.
9. Geometry:
10. Coordinate Geometry and Transformations were a low area in the multiple choice
11. and open response format. Triangles, Measurement, and Relationships between

12. Two and Three Dimensions were low areas in the open response format.
- 13.
14. Overall, all subjects need deeper instruction in open response problem solving strategies across all areas.
- 15.
- 16.
- 17.
18. 2 students require remediation in Algebra and only 1 student in Geometry per
19. TLI.
- 20.
21. Advance/Proficient
22. Grade 7:
23. 2011: 73%
24. 2012: 89%--an increase of 16%
25. 2013: 88%--a decrease of 1%
26. TLI indicates that 2 out of 16 students in 7th grade require remediation(12%).
- 27.
28. Grade 8:
29. 2011: 100%
30. 2012: 92%--a decrease of 8%
31. 2013: 89%--a decrease of 3%
- 32.
33. TLI indicates that 7 out of 18 students in 8th grade require remediation(39%).
- 34.
- 35.
- 36.
- 37.
- 38.
39. Graduation Rate:
40. 2013: 95%
41. 2012: 90.91%
42. 2011: 90.90%
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.

Goal The goal for math students in Kingston High School is to meet or exceed Math Performance AMO or the Math Growth AMO for all groups for the 2013-14 school year.

Benchmark In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 88.05/88.29  
 TAGG: 84.21/82.35



Hispanic: 100.00/na  
 Caucasian 89.61/90.33  
 Economically Disadvantage: 85.81/82.35  
 Students with Disabilities 50.00/100.00

Test results for 2011-12 showed that 80% of the students scored proficient or advanced on Algebra I and 91% for Geometry.  
 Test results for 2012-13 showed that 80% of the students scored proficient or advanced in Algebra I and 91.3% in Geometry.

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Salaries: \$10,912.50 <hr/> ACTION BUDGET: \$10,912.50
Total Budget:				\$10,912.50

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$334**

Priority 2: Improve Literacy Skills

1. DATA BELOW REFLECTS THE GAINS THAT MUST BE MAKE TO MEET AMO'S FOR
2. PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR.
- 3.
4. PERFORMANCE:
5. ALL STUDENTS:
6. 84.00//91.35--need to gain 7.35
7. TAGG:
8. 84.33//87.07--need to gain 2.74
9. HISPANIC:
10. 100//62.50--continue to grow
11. CAUCASIAN:
12. 83.72//92.19--need to gain 8.47
13. ECONOMICALLY DISADVANTAGED:
14. 86.21//87.07--need to gain 0.86
15. STUDENTS WITH DISABILITIES:
16. 33.33//25.00--continue to grow

Supporting Data:

17. GROWTH:
18. ALL STUDENTS:
19. 92.59//95.31--need to gain 2.20
20. TAGG:
21. 94.12//91.18--need to continue to grow
22. HISPANIC:
23. N<10//N<10
24. CAUCASIAN:
25. 92.00//95.16--need to gain 1.19
26. ECONOMICALLY DISADVANTAGED:
27. 94.12//91.18--continue to grow
28. STUDENTS WITH DISABILITIES:
29. n<10//25
- 30.
31. TLI indicates that one student out of 16 (<1%) is to be remediated (AIP) in
32. seventh grade.
33. TLI indicates that two students out of 18 (12%) is to be remediated (AIP) in
34. eighth grade.
35. TLI indicates that four students out of 16 (25%) scored basic.
- 36.
37. NEEDS ASSESSMENT:
38. NEEDS for Grade 7: Same as for 2011-12
39. Augmented Benchmark CRT SCORES for 2011-12
40. Grade 7: MC: Reading Content Passage; OR--Reading Content and Practical
41. Passage; Writing: Content and Style; however, this was above 75%.
42. Proficient and Advanced:
43. 2011: 80%
44. 2012: 84%..a 4% increase
45. 2013: 94%..a 10% increase
46. Needs for Grade 8: 2013: Same as for 2012.
47. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 48.
49. 2011: 100%
50. 2012: 92%.. a decrease of 8% from previous year
51. 2013: 89%..a decrease of 3% from previous year
52. Needs for 11 grade Literacy: (2013) Same as for 2011-12.
53. Grade 11 Literacy:
54. MC: Reading Literary Passage
55. OR: Reading Content and Practical Passages
56. Writing Content; however it was at or above 75%.
57. Proficient or Advanced:
58. 2011: 83%
59. 2012: 80%...decreased 3%, but have improved 22% since 2010.
60. 2013: 63%--decreased 17%
- 61.
- 62.
63. ESEA Subgroups 2012 Performance 2012 Growth

- 64. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 65. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 66. White 41: 82.93/ 90.45 //25 92.00/ 94.09
- 67. Economically Disadvantaged 32: 84.38 /84.20 //17: 94.12/ 89.22
- 68. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 69. Students with Disabilities n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
- 70.
- 71.
- 72.
- 73.
- 74. Graduation Rate:
- 75. 2010:94.8%
- 76. 2011:90.91% meet
- 77. 2012:95% meet
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.
- 86.
- 87.
- 88.
- 89.
- 90.

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

In 2012-13 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:  
 All Students: 91.35/95.31  
 TAGG: 87.07/91.18  
**Benchmark** Hispanic: 62.50/na  
 Caucasian 92.19/95.16  
 Economically Disadvantage: 87.07/91.18  
 Students with Disabilities 25.00/25.00

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	Melissa Parks	Start: 07/01/2013		NSLA (State-281) \$334.00

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	End: 06/30/2014	- Materials & Supplies:  ACTION BUDGET: \$334.00
Total Budget:		\$334.00

**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 -- \$12668**

Priority 1: Mathematics

Supporting Data:

1. DATA BELOW REFLECTS THE GAINS THAT MUST TO BE MAKE TO MEET AMO'S FOR PERFORMANCE/GROWTH SCALE FOR 2013-14 SCHOOL YEAR. All Students: performance: 76.79//88.05-- need to gain 11.26 Growth: 72.71//88.29--need to gain 15.58 TAGG: performance: 74.19//82.46--need to gain 8.27 Growth: 72.22//82.35--need to gain 10.13 TAGG group made growth in 2013. (2014) ALL STUDENTS: PERFORMANCE 76.79//88.05--need to gain 11.26 TAGG: 74.19//84.21--need to gain 10.02 HISPANIC: 100//100 -- continue to make gains CAUCASIAN: 73.47//89.61--need to gain 16.14 ECONOMICALLY DISADVANTAGED: 74.19//85.81--need to gain 11.43 STUDENTS WITH DISABILITIES: 0.00//50.00--need to make 50 ALL STUDENTS: GROWTH ALL STUDENTS: 72.41//88.29--need to gain 15.88 TAGG: 72.22//82.35--need to gain 10.13 HISPANIC: 100.00// CAUCASIAN: 69.23//90.33--need to gain 21.10 ECONOMICALLY DISADVANTAGED: 72.22//82.35--need to gain 10.13 STUDENTS WITH DISABILITIES: 0.00//100.00--need to gain 100 (2012): PERFORMANCE//GROWTH All Students: 198: 83.33/85.39//91: 84.62//85.68 TAGG: 115: 79.13//80.70//51: 80.39/78.43
2. NEEDS IMPROVEMENT: Grade 7: The areas of Algebra and Measurement were both strong in the multiple choice format, but low in open response. Open response strategies will be reinforced in all areas, with special focus on Algebra and Measurement Proficient and Advanced: 2011: 73% 2012: 89%...15% gain from last year 2013: 88%--only 2 students need remediation per TLI Grade 8: The areas of Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability were low in multiple choice and considerably low in open response format. Reinforcement of strategies for both problem types will be addressed in all areas. Proficient and Advanced: 2011: 89% 2012: 83%...6% decrease from last year, but 17% gain from 2010. 2013:66%--7 students require remediation per TLI ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n// < 10 n < 10 n < 10 n < 10 Hispanic n < 10 n < 10 n < 10// n < 10 n < 10 White 56: 91.07 //87.30// 25: 84.00 /88.18 Economically Disadvantaged 34: 85.29/ 82.66 //17: 88.24//78.43 English Learners n < 10 n < 10 n < 10// n < 10 n < 10 n < 10 Students with Disabilities n < 10 n < 10 n < 10 //n < 10 n < 10 n < 10
3. Algebra 1
4. The areas of Language of Algebra and Non-Linear Functions were low in the
5. multiple choice format, as well as open response. Solving Equations and
6. Inequalities was an additional low area in the open response format.
7. Strategies for these areas will be reinforced.
- 8.
9. Geometry:

10. Coordinate Geometry and Transformations were a low area in the multiple choice
11. and open response format. Triangles, Measurement, and Relationships between
12. Two and Three Dimensions were low areas in the open response format.
- 13.
14. Overall, all subjects need deeper instruction in open response problem solving
15. strategies across all areas.
- 16.
- 17.
18. 2 students require remediation in Algebra and only 1 student in Geometry per
19. TLI.
- 20.
21. Advance/Proficient
22. Grade 7:
23. 2011: 73%
24. 2012: 89%--an increase of 16%
25. 2013: 88%--a decrease of 1%
26. TLI indicates that 2 out of 16 students in 7th grade require remediation(12%).
- 27.
28. Grade 8:
29. 2011: 100%
30. 2012: 92%--a decrease of 8%
31. 2013: 89%--a decrease of 3%
- 32.
33. TLI indicates that 7 out of 18 students in 8th grade require remediation(39%).
- 34.
- 35.
- 36.
- 37.
- 38.
39. Graduation Rate:
40. 2013: 95%
41. 2012: 90.91%
42. 2011: 90.90%
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.

Goal

The goal for math students in Kingston High School is to meet or exceed Math Performance AMO or the Math Growth AMO for all groups for the 2013-14 school year.

In 2013-14 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups:

All Students: 88.05/88.29  
 TAGG: 84.21/82.35  
 Hispanic: 100.00/na  
 Caucasian 89.61/90.33  
 Economically Disadvantage: 85.81/82.35  
 Students with Disabilities 50.00/100.00

**Benchmark**

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

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

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
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.	Marsha Shaver	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$5,634.00
				ACTION BUDGET: \$5,634.00
Total Budget:				\$5,634.00

Intervention: Parent Involvement				
Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$2,700.00
				ACTION BUDGET: \$2,700.00

Total Budget:	\$2,700.00
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Priority 2: Improve Literacy Skills

Supporting Data:

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

47. Grade 8: MC: Writing; OR--Content and Style; however, this was at or above 75%
- 48.
49. 2011: 100%
50. 2012: 92%.. a decrease of 8% from previous year
51. 2013: 89%..a decrease of 3% from previous year
52. Needs for 11 grade Literacy:(2013)Same as for 2011-12.
53. Grade 11 Literacy:
54. MC: Reading Literary Passage
55. OR: Reading Content and Practical Passages
56. Writing Content;however it was at or above 75%.
57. Proficient or Advanced:
58. 2011: 83%
59. 2012: 80%...decreased 3%, but have improved 22% since 2010.
60. 2013: 63%--decreased 17%
- 61.
- 62.
63. ESEA Subgroups 2012 Performance 2012 Growth
64. African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10  
< 10
65. Hispanic n < 10 n < 10 n < 10 n < 10 n < 10 n < 10
66. White 41: 82.93/ 90.45 //25 92.00/ 94.09
67. Economically Disadvantaged 32: 84.38 /84.20 //17:  
94.12/ 89.22
68. English Learners n < 10 n < 10 n < 10 n < 10 n < 10 n  
< 10
69. Students with Disabilities n < 10 n < 10 n < 10 n < 10  
n < 10 n < 10
- 70.
- 71.
- 72.
- 73.
74. Graduation Rate:
75. 2010:94.8%
76. 2011:90.91% meet
77. 2012:95% meet
- 78.
- 79.
- 80.
- 81.
- 82.
- 83.
- 84.
- 85.
- 86.
- 87.
- 88.
- 89.
- 90.

Goal

The goal for literacy students in Kingston High School is to meet or exceed Literacy Performance AMO or the Literacy Growth AMO for all groups for the 2013-14 school



year. It is also our goal to not be a NEEDS IMPROVEMENT SCHOOL in Literacy. It is also a goal to meet the graduation rate.

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

All Students: 91.35/95.31

TAGG: 87.07/91.18

Hispanic: 62.50/na

Caucasian 92.19/95.16

Economically Disadvantage: 87.07/91.18

Students with Disabilities 25.00/25.00

Benchmark

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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$4,334.00  ACTION BUDGET: \$4,334.00
Total Budget:				\$4,334.00

**OARK ELEMENTARY SCHOOL -- \$96345.5**

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 -- \$10400**

Priority 1: To Improve Literacy Skills

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 determine the culture of Oark Elementary School so we could better understand how our students are performing. 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: 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). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

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 to purchase 25 Computers @ \$990 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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$10,400.00 Capital Outlay: <hr/> ACTION BUDGET: \$10,400.00
Total Budget:				\$10,400.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$15716**

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). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

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
Hire .80 FTE highly qualified teacher, Taira Trusty, to provide supplemental instruction in th areas of math and literacy to grades K-6. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, formative assessments, lesson plans, and classroom walk throughs. Action Type: Title I Schoolwide	Dr. Geary Brown	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: \$7,166.00 <hr/> ACTION BUDGET: \$7,166.00
Total Budget:				\$7,166.00

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%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

**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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$3,654.00 <hr/> ACTION BUDGET: \$3,654.00
<b>Total Budget:</b>				<b>\$3,654.00</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.
- Supporting Data:**

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, 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 2013-14 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 a fulltime 1.0 FTE registered nurse (Angela Kitchens) to be paid from NSLA funds .5 Elementary and .5 High School. This is supplemental to the required 1.0 FTE district requirement. 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	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	NSLA (State-281) - \$4,896.00 Employee Benefits: <hr/> ACTION BUDGET: \$4,896.00

Schoolwide Action Type: Wellness				
Total Budget:				\$4,896.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$62861.5**

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 them 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 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: 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). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

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
Hire .80 FTE highly qualified teacher, Taira Trusty, to provide supplemental instruction in th areas of math and literacy to grades K-6. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports,	Dr. Geary Brown	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Salaries: \$28,664.00

Success Maker, formative assessments, lesson plans, and classroom walk throughs. Action Type: Title I Schoolwide				ACTION BUDGET: \$28,664.00
Total Budget:				\$28,664.00

Priority 2: Improve Mathematics Skills

- Supporting Data:
- 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.
  - 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%
  - 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%
  - 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%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

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	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$14,614.50

implemented with state and local funds. Action Type: Title I Schoolwide				ACTION BUDGET: \$14,614.50
Total Budget:				\$14,614.50

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, 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%;

Supporting Data:

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 2013-14 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.
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Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, education Horizons.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ a fulltime 1.0 FTE registered nurse (Angela Kitchens) to be paid from NSLA funds .5 Elementary and .5 High School. This is supplemental to the required 1.0 FTE district requirement. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$19,583.00 <hr/> ACTION BUDGET: \$19,583.00
Total Budget:				\$19,583.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$334**

Priority 1: To Improve Literacy Skills

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 determine the culture of Oark Elementary School so we could better understand how our students are performing. 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: 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%
- In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
- <

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). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

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: 07/01/2013 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
Total Budget:				\$334.00

**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 -- \$7034**

Priority 1: To Improve Literacy Skills

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. <

Supporting Data:

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). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

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: 07/01/2013 End: 06/30/2014	<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
Total Budget:				\$4,334.00

Priority 2: Improve Mathematics Skills

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%

Supporting Data:

**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

**Benchmark** 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%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

Intervention: Parent Involvement				
Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$2,700.00 <hr/> ACTION BUDGET: \$2,700.00
<b>Total Budget:</b>				<b>\$2,700.00</b>

**OARK HIGH SCHOOL -- \$66150.5**

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 -- \$10400**

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.

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% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

**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 to purchase 10 computers @ \$990 each to be utilized for supplemental instruction 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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Capital Outlay: \$10,400.00  ACTION BUDGET: \$10,400.00
Total Budget:				\$10,400.00

**Source of Funds: NSLA (State-281) - Employee Benefits -- \$8550**

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% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

**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, Ann Moore, 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - \$3,654.00 Employee Benefits: <hr/> ACTION BUDGET: \$3,654.00
<b>Total Budget:</b>				<b>\$3,654.00</b>

Priority 3: Wellness

1. Oark High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
  2. 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 –
- Supporting Data:

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%

**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 2013-14 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, Angela Kitchen. NSLA funds will be utilized at .5 High School and .5 Elementary School. This is supplemental to the required 1.0 FTE district requirement. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$4,896.00 <hr/> ACTION BUDGET: \$4,896.00
Total Budget:				\$4,896.00

**Source of Funds: NSLA (State-281) - Employee Salaries -- \$34198.5**

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% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

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, Ann Moore, 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Salaries: \$14,615.50 <hr/> ACTION BUDGET: \$14,615.50
Total Budget:				\$14,615.50

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 2013-14 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, Angela Kitchen. NSLA funds will be utilized at .5 High School and .5 Elementary School. This is supplemental to the required 1.0 FTE district requirement. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$19,583.00 Employee Salaries: <hr/> ACTION BUDGET: \$19,583.00
Total Budget:				\$19,583.00

**Source of Funds: NSLA (State-281) - Materials & Supplies -- \$334**

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.

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- 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

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

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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: 07/01/2013 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
Total Budget:				\$334.00

**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 -- \$12668**

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.
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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% . Oark High School was classified as Achieving in Literacy for 2013 in both performance and growth. Our 2013 AMO goal for TAGG was 58.33 in performance and we achieved 70.27. Our 2013 AMO goal in growth was 61.54 and we achieved 81.82. The 2014 AMO Performance goal is 62.50 and 2014 AMO Growth goal is 65.39.

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: 07/01/2013 End: 06/30/2014	<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
Total Budget:				\$4,334.00

Intervention: Parent Involvement

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dr Geary Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - \$2,700.00 Purchased Services: <hr/> ACTION BUDGET: \$2,700.00
Total Budget:				\$2,700.00

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. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance is 76.43 and AMO math growth target is 65.39.

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: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$5,634.00 <hr/> ACTION BUDGET: \$5,634.00
Total Budget:				\$5,634.00