



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: \$270160

Generated on September 16, 2014

JASPER ELEMENTARY SCHOOL -- \$87473

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 -- \$23473

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 -- \$26000

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 -- \$

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 -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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".

JASPER SCHOOL DISTRICT -- \$90789

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 -- \$18158

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 -- \$72631

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.

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Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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 -- \$91898

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 -- \$17541

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 -- \$70024

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 -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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 -- \$4333

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 -- \$

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

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Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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".

OARK ELEMENTARY SCHOOL -- \$

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 -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Materials & Supplies".

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

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OARK HIGH SCHOOL -- \$

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 -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

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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".

JASPER ELEMENTARY SCHOOL -- \$87473

Source of Funds

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

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

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

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

Priority 1: Literacy

1. NEEDS ASSESSMENT STATEMENT:
- 2.
3. 2008-2014 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 a Needs Improvement School in Literacy, failing meeting
10. 2014 Performance AMO for All Students and Targeted Assitance Groups. Three Year
11. performance AMO was not met for the TAG group and 2014 Performance was not met
12. for Students with Disabilities.
- 13.
14. THREE YEAR DATA TREND STATEMENT:
15. Three year data trends for the years 2012, 2013 and 2014 in 3rd grade- 86%,92%,
16. and 70%. For 4th grade-80%,74%, and 72%. For 5th grade-84%,87%, and 83%. The
17. 6th grade trend was 88%,80%, and 83%.
- 18.
- 19.
20. ATTENDANCE RATE
21. Jasper Elementary School's Attendance Rate:
- 22.
23. 2013-2014 98.38
24. 2012-2013 97.9%
25. 2011-2012 97.5%
26. 2010-2011 96%
- 27.
- 28.
29. PARENTAL INVOLVEMENT

Supporting
Data:

- 30. Jasper Elementary School averaged 60% participation from parents at the
- 31. beginning of school Open House, and averaged 70% attendance at Parent Teacher
- 32. Conferences based on teacher sign in sheets at these events.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.

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 2014 Jasper Elementary was ranked as a Needs Improvement School in Literacy. The TAGG group failed to meet 3 year goals, and Students with Disabilities failed to meet the Performance AMO. In 2014-15, all groups are expected to make the AMO in either Growth or Performance. AMO's for 2015 are 83.94 for all students, and 82.55 for the TAGG. Growth goals are 79.29 for all students and 79.11 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	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

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Total Budget:				\$30,000.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$23473

Priority 1: Literacy

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Actions	Person Responsible	Timeline	Resources	Source of Funds

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	David Dunlap	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$23,473.00 <hr/> ACTION BUDGET: \$23,473.00
Total Budget:				\$23,473.00

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 -- \$26000

Priority 1: Literacy

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Supporting Data:

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Actions	Person Responsible	Timeline	Resources	Source of Funds
ACADEMIC ASSESSMENT: 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	Melissa Parks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	NSLA (State-281) - \$26,000.00 Purchased Services: <hr/> ACTION BUDGET: \$26,000.00

assessments are graded online. The license and maintenance of those machines are included. Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$26,000.00

JASPER HIGH SCHOOL -- \$

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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".

JASPER SCHOOL DISTRICT -- \$90789

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$18158

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.
- 117.
- 118.
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- 122.
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- 124.
- 125.
- 126.
- 127.
- 128.
- 129.
- 130.
- 131.

Goal

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

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

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 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: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$5,929.00 <hr/> ACTION BUDGET: \$5,929.00
Total Budget:				\$5,929.00

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.

Supporting Data:

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

Goal

The District will support implementation of the 8 components of Coordinated School Health (health education, physical education, health services, nutrition services, counseling, psychological and social services, healthy and safe school environment, health promotion for staff and family/community involvement) to create a culture and

climate in our District that supports Healthy Lifestyles Choices and results in a healthier student body and community.

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

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

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site. Clinical Pediatrics, 40(2): 63-70. 2001 NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$12,229.00 <hr/> ACTION BUDGET: \$12,229.00
Total Budget:				\$12,229.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$72631

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

Supporting Data:

19. Phone:870-446-2223
 20.
 21. Superintendent:KERRY SAYLORS
 22. Grades:K-12
 23. Enrollment:894
 24. Attendance (3 QTR AVG):97.80
 25. Poverty Rate:72.48
 26.
 27. PERCENT TESTED STATUS: ACHIEVING
 28. LITERACY
 29. MATHEMATICS
 30. ESEA Flexibility Indicators-# Attempted/#
 Expected/Percentage/# Attempted/#
 31. Expected/Percentage
 32. All Students-470/470/100.00/501/509/98.43
 33. Targeted Achievement Gap Group-
 350/350/100.00/365/371/98.38
 34. ESEA Subgroups-# Attempted/# Expected/Percentage/#
 Attempted/#
 35. Expected/Percentage
 36. African American-2/2/100.00/2/2/100.00
 37. Hispanic-6/6/100.00/6/6/100.00
 38. White-437/437/100.00/467/475/98.32
 39. Economically Disadvantaged-343/343/100.00/360/366/98.36
 40. English Language Learners
 41. Students with Disabilities-51/51/100.00/52/53/98.11
 42.
 43. STUDENT PERFORMANCE -- LITERACY
 44. LITERACY STATUS:NEEDS IMPROVEMENT
 45. STATUS PERFORMANCE -- LITERACY
 46. GROWTH PERFORMANCE -- LITERACY
 47. ESEA Flexibility Indicators-# Achieved
 48. /# Tested/Percentage/2013 AMO/90TH PCTL/# Achieved/#
 Tested/Percentage/2013
 49. AMO/90TH PCTL
 50. All Students-
 359/456/78.73/81.79/91.00/238/301/79.07/80.50/93.00
 51. Targeted Achievement Gap
 52. Group-257/339/75.81/78.52/91.00/174/225/77.33/78.34/93.00
 53. Three Year Average Performance-# Achieved/#
 Tested/Percentage/2013 AMO/90TH
 54. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL
 55. All Students-
 1075/1349/79.69/81.79/91.00/733/914/80.20/80.50/93.00
 56. Targeted Achievement Gap
 57. Group-760/998/76.15/78.52/91.00/530/680/77.94/78.34/93.00
 58. ESEA Subgroups-# Achieved/# Tested/Percentage/2013 AMO/#
 Achieved/#
 59. Tested/Percentage/2013 AMO
 60. African American-2/2/100.00/2/2/100.00
 61. Hispanic-5/5/100.00/86.11/2/2/100.00/100.00
 62. White-333/424/78.54/81.53/225/283/79.51/80.12
 63. Economically Disadvantaged-
 257/333/77.18/79.77/174/223/78.03/79.54
 64. English Language Learners

65. Students with Disabilities-
10/49/20.41/39.10/6/27/22.22/46.08

66.

67. STUDENT PERFORMANCE -- MATHEMATICS

68. MATHEMATICS STATUS:NEEDS IMPROVEMENT

69. STATUS PERFORMANCE -- MATHEMATICS

70. GROWTH PERFORMANCE -- MATHEMATICS

71. ESEA Flexibility Indicators-# Achieved/#
Tested/Percentage/2013 AMO/90TH PCTL/#

72. Achieved# Tested/Percentage/2013 AMO/90TH PCTL

73. All Students-
380/482/78.84/81.53/92.00/177/301/58.80/73.29/81.00

74. Targeted Achievement Gap

75. Group-267/349/76.50/79.11/92.00/129/225/57.33/70.27/81.00

76. Three Year Average Performance-# Achieved/#
Tested/Percentage/2013 AMO/90TH

77. PCTL/# Achieved/# Tested/Percentage/2013 AMO/90TH PCTL

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

79. Targeted Achievement Gap

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

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

82. Tested/Percentage/2013 AMO

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

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

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

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

87. English Language Learners

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

89.

90. 2012 SCHOOL GRADUATION RATE

91. GRADUATION RATE STATUS:ACHIEVING

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

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

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

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

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

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

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

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

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

101. African American-16.67

102. Hispanic-4/4/100.00/16.67

103. White-56/58/96.55/92.43

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

105. English Language Learners-1/1/100.00

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

107.

108.

109.

- 110.
- 111. The district uses Title 1, Title 2A, Title 6 state, ALE, Professional
- 112. Development and NSLA funds to supplement various instructional activities
- 113. throughout the district by providing funds for professional development in
- 114. areas of need, to purchase supplemental instructional materials, to support
- 115. emphasis in areas of greatest academic concern, and Title 2A class size
- 116. reduction funds in a high poverty school.
- 117.
- 118.
- 119.
- 120.
- 121.
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- 124.
- 125.
- 126.
- 127.
- 128.
- 129.
- 130.
- 131.

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

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

Intervention: To provide administrative support for each school's academic program, by providing leadership, resources, materials and equipment to accomplish achievement goals.				
Scientific Based Research: The Administrative Team: Dynamism Vs. Dysfunction. Tyson, Nathan; Principal Leadership, V9n4 P45-46 Dec 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Salaries: \$23,715.00 <hr/> ACTION BUDGET: \$23,715.00

Total Budget:

\$23,715.00

Priority 3: Wellness

Supporting Data:

1. The Jasper School District Body Mass Index data presented indicates the
2. percentage of students who may be at risk of poor academic performance.
3. District-wide Body Mass Index totals by type of school are not available. For
4. individual schools, see each school's ACSIP plan.
- 5.
6. Body Mass Index Data 2011-2012
7. 206 Males assessed:
8. Healthy or Underweight = 53.9%
9. Overweight or Obese = 46.1%
10. 196 Females assessed:
11. Healthy or Underweight = 61.2%
12. Overweight or Obese = 38.8%
13. Body Mass Index Data 2010-2011
14. 256 Males assessed: 57% Healthy or Underweight, 43% Overweight or Obese. 247
15. Females assessed: 60.3% Healthy or Underweight, 39.7% Overweight or Obese.
- 16.
- 17.
18. Body Mass Index Data 2009-2010
19. 127 Males assessed: 59.8% Healthy or Underweight, 40.2% Overweight or Obese.
20. 114 Females assessed: 66.7% Healthy or Underweight, 33.3% Overweight or Obese.
- 21.
22. Body Mass Index Data SY 2008-09: Of the 394 available student population for the required assessment grades; 283 males were assessed, with 47.3% at risk of being overweight, and, 270 females were assessed with 39.7% at risk of being overweight.
23. SCHOOL HEALTH INDEX: Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40% ;Medium 41-60%,61-80% ;High 81-100%: School Health Policies and Environment – Module 1 - REQUIRED 73% Health Education - Module 2 – REQUIRED 98% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 95% Nutrition Services - Module 4 - REQUIRED 85% School Health Services – 63% Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – 76% Module 6 - OPTIONAL Health Promotion for Staff – 67% Module 7 - OPTIONAL Family and Community Involvement – 56% Module 8 - REQUIRED
24. 2011 FREE and REDUCED Meal Eligibility:
- 25.
26. District: 27.0% Paid, 15.0% Reduced, 57.0% Free
27. Elementary: 24.0% Paid, 15.0% Reduced, 60.0% Free
28. High School:: 31.0% Paid, 14.0% Reduced, 53.0%Free
- 29.
30. 2010 Free and Reduces Meal Eligibility:
31. District: 33% Paid, 14% Reduced, and 53% Free.
32. Elementary: 28% Paid, 14% Reduced, and 58% Free.
33. High School: 39% Paid, 13% reduced, and 47% Free
- 34.
- 35.

- 36. 2009 Free and Reduces Meal Eligibility:
- 37. District: 36% Paid, 13% Reduced, and 50% Free.
- 38. Elementary: 18% Paid, 7% Reduced, and 28% Free.
- 39. High School: 19% Paid, 6% reduced, and 22% Free.
- 40.
- 41.
- 42. 2000 census poverty rate:
- 43. Newton County poverty rate 20.38%
- 44.
- 45.
- 46.
- 47.
- 48.
- 49. The Coordinated School Health Initiative is recommended by the Centers for
- 50. Disease Control and Prevention, the Arkansas Department of Education and the
- 51. Arkansas Department of Health.
- 52.
- 53.
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- 60.
- 61.
- 62.
- 63.

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

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site. Clinical Pediatrics, 40(2): 63-70. 2001 NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds to hire Nicole Fairchild as a 1.0 FTE Wellness Center Coordinator to administratively support the implementation of the school	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Salaries: \$48,916.00

based health center. Action Type: Wellness					ACTION BUDGET:	\$48,916.00
Total Budget:						\$48,916.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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 -- \$91898

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$17541

Priority 1: Literacy

Supporting Data:

- 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)
- 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
- 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, Robert J. & Kendall, John S. (2007). The New Taxonomy of Educational Objectives. Thousand Hills, CA: Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Hire .25 FTE highly qualified Elementary Counselor, 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	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	NSLA (State-281) - \$2,857.00 Employee Benefits: <hr/> ACTION BUDGET: \$2,857.00
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	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$5,063.00 Employee Benefits: <hr/> ACTION BUDGET: \$5,063.00

Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$7,920.00

Priority 3: Wellness

Supporting Data:

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.
- 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - Employee Benefits: \$9,621.00 <hr/> ACTION BUDGET: \$9,621.00
Total Budget:				\$9,621.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$70024

Priority 1: Literacy

Supporting Data:

- 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)
- 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
- 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%
- Formative Assessments(TLI) Grades K-6 with an enrollement of 148~~25 students (17%)required an AIP/IRI for 2013.
- 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
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	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Salaries: \$11,292.00 <hr/> ACTION BUDGET: \$11,292.00
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: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Salaries: \$20,250.00 <hr/> ACTION BUDGET: \$20,250.00
Total Budget:				\$31,542.00

Priority 3: Wellness

Supporting
Data:

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.
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9. 24 Males: 70.8% Healthy or Underweight~~and 29.2% Overweight or Obese.
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13. 2008-09:
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- 22.
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- 24.
- 25.
26. School Health Index
27. 2010-11: The SHI was not performed. No data results.
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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%
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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.
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- 62. Dec. 2010--6.8%
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- 65.
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- 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.	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	NSLA (State-281) - Employee Salaries: \$38,482.00

Action Type: Title I Schoolwide				ACTION BUDGET:	\$38,482.00
Total Budget:					\$38,482.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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 -- \$4333

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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	NSLA (State-281) - Purchased Services: \$4,333.00 <hr/> ACTION BUDGET: \$4,333.00
Total Budget:				\$4,333.00

KINGSTON HIGH SCHOOL -- \$

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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".

OARK ELEMENTARY SCHOOL -- \$

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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".

OARK HIGH SCHOOL -- \$

Source of Funds

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

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

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

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

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

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

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

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Materials & Supplies".

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".

