

School Plan

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

Arkansas Comprehensive School Improvement Plan

2014-2015

Kingston Elementary School purposes to provide learning opportunities that should result in proficient and advanced student performance. It is our goal to maintain social, emotional and physical support in a safe and drug-free climate. Given appropriate parent and teacher support, each child can and shall learn, within a reasonable time span.

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

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: The goal for Kingston Elementary students is to be classified as an Achieving School for the school year 2014-15. In 2014 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 2014-15 school year.

Priority 2: Math

Goal: The goal for Kingston Elementary students is to be an Achieving School in math by attaining the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2014-15 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.

Priority 1:	To improve literacy skills and hit the AMO targets for either performance or growth. THREE YEAR DATA TREND PER ESEA 2012--ACHIEVING, 2013--NEEDS IMPROVEMENT
Supporting Data:	<ol style="list-style-type: none">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 2014-15. In 2014 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 2014-15 school year.

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

Benchmark All Students: 94.67/90.64
TAGG: 95.06/91.45
Hispanic: 100.00/100.00
Caucasian 94.29/89.94
Economically Disadvantage: 95.06/91.45
Students with Disabilities: 77.78/100.00

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. The students' open responses are to be file for the school year, dated, and shared with principal each time.

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
Purchase books, tests and materials and supplies for the Accelerated Reader program in grades K-6. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, formative assessment results, lesson plans, and classroom walk throughs. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	Title I - Materials & \$1000.00 Supplies: <hr/> ACTION BUDGET: \$1000

Inclusion Action Type: Title I Schoolwide				
Provide funds for Renaissance Place web based license renewal of Accelerated Reader/Star Reading. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	Title I - Purchased \$1040.00 Services: <hr/> ACTION BUDGET: \$1040
Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library 	Title I - Purchased \$1000.00 Services: <hr/> ACTION BUDGET: \$1000
Providing funds for literacy classroom materials and supplies to support classroom instruction. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	Title I - Materials & \$1699.96 Supplies: <hr/> ACTION BUDGET: \$1699.96
AIP/IRI~~PROVIDING STUDENT REMEDIATION ASSISTANCE: Students that meet the AIP/IRI designation through THE LEARNING INSTITUTE will receive an academic improvement plan or intensive reading intervention. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, and parent/community volunteers. Action Type: AIP/IRI</p>				
<p>EVALUATION OF INTERVENTION: It may be evaluated by the following: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, teacher observation of interactive lessons(TESS), skill checklists, formative assessment through THE LEARNING INSTITUTE, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the Common Core State Initiatives that crosswalk with the SLE's of the literacy /math frameworks and standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, as an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (ITBS) and the CRT (Benchmark) exams. ESEA AMOs will be the future targets to hit. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>sense,...which need revision...and which need to be abandoned.</p> <p>PROGRAM EVALUATION: The effectiveness of the Literacy Program will be measured periodically with an assessment at the end of each Learning Institute module. The success of students meeting or exceeding the AMO's for performance or growth will measure the effectiveness of the literacy program from year to year and will be used to impact the decisions we make that affect our future instructional program. Other forms of evaluation may include, but not be limited to: classroom walkthroughs, teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level exams, projects of independent study, and performance based skill assessments in lab type settings. Program effectiveness for the 2013-14 school year showed the literacy program at Kingston to be a NEEDS IMPROVEMENT SCHOOL by ESEA AMO's. Action Type: Program Evaluation</p>				
<p>Setting aside state and federal professional development funds for appropriate administrators and instructional staff to participate in professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. Provides for consultant fees, conference fees, travel, room and board, as well as materials and</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>supplies. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and and the district to meet the required state development hours. State professional development funds will be used to meet these various teacher/ administration minimum hour specifications: Technology, 6 hours annually; Parent Involvement, Teachers shall have no fewer than 2 hours of professional development opportunities designed to enhance understanding of effective parental involvement strategies. Administrators shall have no fewer than 3 hours of professional development designed to enhance the understanding of effective parental involvement strategies and importance of administrative leadership in setting expectations and creating a climate conducive to parental participation; Teachers of Arkansas History, 2 hours annually and data disaggregation. Each administrator must have 60 hours of professional development, to include, data disaggregation, instructional leadership, and fiscal management. Professional development may include, but not limited to; Total Instructional Alignment, Rubrics, Everyday Math, Harcourt Brace (math), PBS Teacherline, Heinman, AETN IDEAS, Project Learning Tree, Accelerated Reader, Accelerated Math, Reading Academy, Success Maker, Mentoring, academic facilitators, special education, implementing</p>				
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<p>or upgrades for new technology programs, and other professional development as may be needed or required throughout the course of the school year. State funds may also be used for bus driver training. Funds may also be used to pay substitutes used for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. Federal professional development funds are supplemental to the program already implemented with state or local funds. Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>EQUITY: Setting aside funds for .3 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Equity Action Type: HQT-Section 2141</p>	Kerry Saylor	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<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>	Kerry Saylor	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>NSLA (State-281) - \$2857.00 Employee Benefits: NSLA (State-281) - \$11292.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$14149</p>
<p>ELLA concepts and practices for instruction, intervention and reinforcement will be conducted by teachers in grades Kindergarten and first grade. ELF concepts and practice for instruction, intervention and reinforcements will</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>be conducted by teachers second and third grades. Literacy Lab strategies will be performed in grades 4, 5, and 6 grades. We also used classroom walkthroughs, formative assessment with TLI, progress reports, Success Maker, teacher observations and AIP/IRI data sheets. Students appear to have met expected changes in knowledge, attitudes and behavior for the K-6 grade range. Action Type: Alignment</p>				
<p>Teachers attend meetings in the summer to fulfill administrative/teacher requested professional development. Action Type: Alignment Action Type: Professional Development</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Hire .50 FTE Highly Qualified Migrant aide to work with migrant students in the Elementary School. This employment is supplemental to programs already funded by state and local funds. Action Type: Equity</p>	Kerry Saylor	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NEEDS ASSESSMENT: Kingston Elementary is classified as NEEDS IMPROVEMNT. Students need to make the gains in Literacy Performance AMO (94.67) for all students and (95.06) for TAGG students. In the summer of 2014, the teachers for grades 3-6 received professional development in Literacy Lab to seeks strategies in the literacy area to improve student scores. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will incorporate movement in the classroom to aide in the</p>	Marsha Shaver	<p>Start: 07/01/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>engagement of time on task based on Kim Bivell's brain research and education. Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>		<p>End: 06/30/2015</p>		
<p>POINT IN TIME REMEDIATION: When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I Para-Pros and Licensed teachers, on a daily basis. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Nona Jackson/Brenda Copenhaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>COLLABORATION: THE LEARNING INSTITUTE (TLI): (A)Delene McCoy will be the chairperson to assist teachers with TLI process or program. (B)Teachers will print Student Accountability Reports and distribute them to parents during parent teacher conferences. (C) Teachers will align curriculum and select SLEs for specific modules. (D) Teachers will administer interim assessments on specific dates. (E) Teachers will meet with Curriculum Administrator or Building Principal to discuss</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>student strengths and weaknesses. (F) Teachers will design lessons to meet the areas of student weakness as demonstrated by their interim assessment scores that will be demonstrated through their lesson plans. (G) At the end of each module, teachers will give detailed notes to the Curriculum Administrator which detail what specific assessments, reinforcements and instructional materials were used. (H) Modules are reassessed to determine any changes that need to be made and meet in teams to discuss vertical alignment. (I) Teachers will re-address SLEs that did not score at the specified 75% level on The Learning Institute module tests. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Setting aside funds for two teachers who have not been trained in Literacy Lab to attend the three year program beginning in the summer of 2013. The funds are for the books and required materials for the training. Grades 4, 5, and 6 have been departmentalized. The literacy teachers in grades 3,4,5 and 6 will be trained in the strategies of literacy lab to promote reading and increase fluency, writing skills, vocabulary, and interventions for common core units. Action Type: Alignment Action Type: Professional Development</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & \$1200.00 Supplies: Title I - Purchased \$1000.00 Services: <hr/>ACTION BUDGET: \$2200</p>
<p>To support students who are in the gifted and talented programs, the following will be done: 1.</p>	Delene McCoy	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>GT instructor will encourage upper grade GT students to begin thinking about pre-ap and AP courses. 2. The GT Coordinator and GT teacher will go to Agate Conferences to keep abreast of educational opportunities for GT students. 3. Classroom teachers will become more aware of the needs of gifted students through professional development, reading professional journals and professional learning communities and showing the needs for the GT students in well developed lesson plans. 4. GT teacher will fill out any free funded grants to expand the opportunity for GT students to attend extracurricular programs at school and off campus. Action Type: Collaboration Action Type: Professional Development</p>			<ul style="list-style-type: none"> School Library 	
<p>SCIENCE: To help improve science scores in grades 3-6 the following will be done: (1) The teachers of grades 3-6 will continue to use the strategies in the book "Science Worksheets Don't Grow Dendrites to gain knowledge on how specific instruction is given in the content area; (2) Will continue with departmentalized grades 4,5,6; (3) Elementary Science teachers will tour the high school lab and use the high school lab at least four times during the school year with the students and will meet with the high school science teacher to determine what materials/supplies are available to assist classroom planning and instruction for science experiments at the elementary level; (4) Third through sixth grade Science teachers will attend one PD workshop</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>in the summer aimed at Science instruction. (5) Third through sixth grade teachers will use technology with science instruction and labs and it will be documented in lesson plans. (6) Science teachers will use The Learning Institute data and Benchmark data from the previous school year to determine the areas that need to be strengthened in science. (7) Elementary science teachers will teach science through literacy using the following: nonfiction chapter books, research assignments, vocabulary and leveled science readers. (8) K-6 grades will participate in the elementary science fair and OUR science fair if they qualify. Action Type: Alignment Action Type: Collaboration</p>				
<p>Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation</p>	Melissa Parks	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	<p>NSLA (State-281) - Purchased Services: \$4333.00</p> <hr/> <p>ACTION BUDGET: \$4333</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</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Benefits: \$5063.00</p> <p>NSLA (State-281) - Employee Salaries: \$20250.00</p> <hr/> <p>ACTION BUDGET: \$25313</p>

Inclusion Action Type: Title I Schoolwide				
Setting aside funds to hire a 1.0 fte instructional aide, Ruby Davidson, in the areas of math and literacy. This program is supplemental to programs already offered with local funds. Action Type: Alignment Action Type: Equity	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$4708.00 Benefits: Title I - Employee \$18829.00 Salaries: <hr/> ACTION BUDGET: \$23537
Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$2627.00 Services: Title I - Materials & \$400.00 Supplies: <hr/> ACTION BUDGET: \$3027
Setting aside funds to purchase 30 Computers @ \$950 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: 07/01/2014 End: 06/30/2015		Title I - Materials & \$15000.00 & Supplies: NSLA (State- 281) - \$10000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$25000
Setting aside Title 6A funds to be used like Title 2D for the purchase of the Microsoft Enrollment	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		Title VI State - Purchased \$1020.00 Services:

<p>for Education Solutions (EES). This provides Microsoft software services and virus protection under a single agreement. These services are supplemental to those already provided with state and local funds. Action Type: Technology Inclusion</p>				<hr/> <p>ACTION BUDGET: \$1020</p>
<p>Setting aside money to provide an after school tutoring program, including student transportation. Certified teachers will be paid at a rate of \$25 per hour. Travel is reimbursed to the district at the state approved transportation rate of \$3.84 per mile.</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$420.00 NSLA (State-281) - Employee Benefits: \$500.00 NSLA (State-281) - Employee Salaries: \$2000.00 NSLA (State-281) - Purchased Services: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$5420</p>
<p>Setting aside money for the purpose of acquiring connectivity linkages, resources and services (including the acquisition of hardware, equipment and software) for use by students and teachers for use in the classroom or school library in order to improve student academic achievement. An additional 50megs of broadband will be purchased to supplement the current connectivity. Also, this includes the running of additional fiber line, monthly service charges, equipment to manage broadband speed, and data filtering equipment. Erate is funding 90% of the cost of this project. Title 2D money is being allocated for the remaining portion.</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2014</p>		<p>Title II-D - Capital Outlay: \$3350.00</p> <hr/> <p>ACTION BUDGET: \$3350</p>

This will allow our students and teachers equitable access to broadband services and assist in improving student achievement and close the achievement gap.				
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Total Budget:	\$112088.96
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Intervention: Parent Involvement

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A. INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection.</p> <p>PARENTAL INFORMATION: Information related to school and parent programs will be sent to parents in the language they are accustomed to reading such as: newsletters, calendars, pamphlets, and other materials that pertain to student/parent/school communication.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Ruby Davidson/Yvonne Carlton	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>B. PARENTAL INVOLVEMENT MEETINGS: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: What students will be learning; How students will be assessed; What parents should expect for their child's education; planned activities that parents will be invited to participate that may include: Science Fair Orientation and open house, fine arts programs, Parent/Student Literacy</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$400.00</p> <hr/> <p>ACTION BUDGET: \$400</p>

Night, Parent/Math Night and Veteran's Day Programs.. Action Type: Collaboration Action Type: Parental Engagement				
C. VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
D. RESOLUTION PROCESS: Each student is given a Student Handbook which will include the schools' process for resolving parental concerns and tips for how parents can foster their child's success. It includes the grievance and complaints procedures and other parental information. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
E. PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the educational decision making for his/her students. Parents will be made aware of the differences between CORE and COMMON CORE requirements. They will be presented with the requirements for the Arkansas Challenge Scholarships. Pre-ap courses and AP courses will be discussed in regard to graduation requirements and curriculum selections. Action Type: Collaboration Action Type: Parental Engagement	Alice Smith	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
F. PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>G. PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school.. OTHER REASONABLE PARENTIAL INVOLVEMENT SUPPORT: The school district administration, building principals, teachers, and staff will within our abilities meet all requests of parents that is reasonable and fosters the academic needs of the student. Action Type: Collaboration Action Type: Parental Engagement</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>H. PARENT TEACHER CONFERENCES/PROVIDE ASSISTANCE TO PARENTS: To encourage communication with parents, the school will schedule two parent/teacher conferences on the fifth week in the first and third grading periods. School staff will post grades to ed-line every Tuesday for student's weekly progress monitoring, provide parents with teacher's prep time so parent can conference during the school day, and provide a hard copy of mid-term and nine week grades. Action Type: Collaboration Action Type: Parental Engagement</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$100.00</p> <hr/> <p>ACTION BUDGET: \$100</p>
<p>I. PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Methods that</p>	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>may be employed are: Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>K. PROFESSIONAL DEVELOPMENT: We meet on a semi-annual basis in order to evaluate our schoolwide needs. We provide the training needed for our faculty to meet the required 60 hours of professional development....including training in parental involvement and technology. Our administrators are also trained in data analysis, instructional leadership and giscal management. Our teachers, principals and Parapros are all included in the design and implementation of our professional development plan. The OUR Educational Cooperative for our district surveys the staff in the spring. This information then helps administrative staff plan for PD in our building and for the district. Individual teacher professional development plans are developed using student data and classroom observations. All our faculty participate in professional development on how to analyze and effectively use data. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>L. OPEN HOUSE: Our school will host open-house</p>	Marsha Shaver	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials \$100.00</p>

<p>for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations. Action Type: Collaboration Action Type: Parental Engagement</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>& Supplies:</p> <hr/> <p>ACTION BUDGET: \$100</p>
<p>M. SCHOOL-PARENT COMPACT: Our school has developed and distributes annually, to all students, at the beginning of school, a School-Parent Compact. The School-Parent Compact is a component of the school Title 1 Parental Involvement Policy, and is a written agreement between the school, the parents and children served. The compact identifies the activities that the parents, school staff, and the student will undertake to share the responsibility for improved achievement to help meet the State's high academic standards. Parents are asked to return the document with the appropriate signatures to the school office. Signed Compact's will be kept on file in the school office. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>N. PARENT CENTER: A parent center will be accessible to all parents. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents. Materials and supplies will be purchased to support parental involvement. This activity is supplemental to the program or activity already implemented with state or local funds.. PARENT TRAINING: Provide the parent center with pamphlets that gives tips for student academic success and homework time. Provide a demonstration of a lesson at the parent's request. Provide a web-based site</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$400.00</p> <hr/> <p>ACTION BUDGET: \$400</p>

that parents can watch the lesson. Provide computer space in the library for parent interaction. Action Type: Parental Engagement				
O. FORMATIVE EVALUATION: A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement activities. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
P. SUMMATIVE EVALUATION: A summative evaluation will be compiled using student and parent survey results, input will be sought concerning Open House, Parent Nights, Parent/Teacher Conferences, and other parent involvement ideas. Action Type: Collaboration Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Q. ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Parental Engagement	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
R. PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that	Nona Jackson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>describes how the school will carry out the Title 1 parental involvement requirement. At the annual Title I meeting the following items will be discussed: (a) Parents Right to Know, (b) Annual Report Card, (c) Individual Student Assessment Report, (d) Progress Review, (e) Written State Complaint Procedures, (f) Parental Communication, (g) Disabled Parents to ensure meaningful participation in Title I, Part A Programs. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>EFFECTIVE COMMUNICATION WITH PARENTS: Provide professional development in the form of learning communities to educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents by modeling Ruby Payne's research. Action Type: Professional Development</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT PROGRAMS AND ACTIVITIES: Our school will host open-house for each grade level prior to the first day of school in which parents are asked to sign and request the types of activities he/she would like to volunteer for during the school year. The school Counselor will schedule an appointment in the spring to review the curriculum with parents of sixth graders to review subjects in smart core and core and answer parent questions. Parents are mandated to participate on ACSIP and student handbook committees. Parents will be encouraged to attend PTSA meetings. Parents will be invited to attend and participate with his/her child for one night of literacy activities and one</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

night of math activities. Action Type: Collaboration Action Type: Parental Engagement				
PROGRAM EVALUATION: In 2012-13 school year, parent and community hours for school volunteerism was over 2,000 hours. This is documented in the log book with parent and community signatures.	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1000

- Priority 2: To improve mathematical skills and hit the AMO targets in either performance or growth. THREE YEAR TREND per ESEA AMO (2013):NEEDS IMPROVEMENT (2012):NEEDS IMPROVEMENT
- Supporting Data:
- ESEA AMO for Math 2012: NEEDS IMPROVEMENT SCHOOL ITBS Math 2013: First Grade: 85% proficient and advanced Second Grade:78% proficient and advanced NEEDS ASSESSMENT SUMMARY FOR FIRST GRADE: Math Concepts (Number & Operations: Interpret representation of numbers) Math Problems (Relationships & Trends: To understand underlying relationships) NEEDS ASSESSMENT SUMMARY FOR SECOND GRADE: Numbers, Properties, and Operations: Use place value Estimate numbers Geometry: Recognize geometric patterns Measurement: Measure time Math Problems: problem solving Multiple Step: Multiple step problems Approaches and Procedures: Choose solutions methods Relationships and trends: To understand underlying relationships ITBS Math 2012: First Grade: 94% Proficient and Advanced Second Grade:62% Proficient and Advanced NEEDS ASSESSMENT SUMMARY for FIRST and SECOND GRADES: Both grades scored lowest in numbers and operations and trend relationships
 - ESEA SUBGROUPS 2013: All Students: Performance:85.53/AMO: 95 needs to gain 9.47 Growth:67.31/ AMO: 85.53 needs to gain 18.22 TAGG: Performance:80.77/ AMO: 95.83 needs to gain 15.06 Growth:72.22/AMO: 88.47 needs to gain 16.25 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:84.29/AMO:94.65 needs to gain 10.36 Growth:65.31/ AMO: 84.44 needs to gain 19.13 Economically Disadvantaged: Performance:80.77/AMO: 95.83 needs to gain 15.06 Growth:66.67/ AMO: 90.39 needs to gain 23.72 Students with Disabilities: Performance:16.67/AMO:75.00 needs to gain 58.33 Growth:50.00/ AMO:75 needs to gain 25.00 Just for the record: Students were tested based on Arkansas Frameworks, however teachers were teaching from CCSS. Needs Improvement School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 73/ 84.93 /93.89// 50/ 70.00 /82.31 Targeted Achievement Gap Group 55/ 81.82 /94.90// 37 /67.57/ 85.90 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10// n < 10 n < 10 n < 10 Hispanic n < 10 n < 10 n < 10 //n < 10 n < 10 n < 10 White 69/ 85.51/ 93.46 //48/ 70.83 /80.98 Economically Disadvantaged 55 /81.82 /94.90// 37/ 67.57 /85.90 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: Grade3: Data Interpretation, Problem Solving, Measurement Proficient and Advanced: 2011:93% 2012: 84% --a decrease of 9% 2013:86%--an increase of 2% Grade 4:OR: Geometry, Measurement, Data Analysis and Probability Proficient and Advanced: 2011: 95% 2012: 82%-- a decrease of 13% 2013: 89%--an increase of 7% Grade 5: OR: Geometry, Measurement, Data Analysis and Probability Proficient and Advanced: 2011: 90% 2012: 89%--a decrease of 5% 2013: 79%--a decrease of 10% Grade 6: OR: Data Analysis and Probability Proficient and Advanced: 2011: 89% 2012: 85%--a decrease of 4% 2013: 94%--an increase of 9% Comment from 4th, 5th, 6th grade math teacher: I find it somewhat difficult to write what we need to work on in math considering that we taught common core yet were tested

on benchmark standards. I don't think the test results give a very clear picture of what we were good at or what we need to work on. I think overall, we need to find a way to bridge the gap between common core standards and our current testing.

4. Looking at TLI data: 16 student out of 148 (11%) require an AIP for remediation.
5. .
- 6.

Goal The goal for Kingston Elementary students is to be an Achieving School in math by attaining the Annual Measurable Objective(AMO) for either the performance or growth groups for the 2014-15 school year.

Benchmark In 2014-15 school year, all students are expected to meet or exceed the AMO for the following performance/growth groups: All Students: 95.55/87.13 TAGG: 96.29/89.75 Hispanic: 100.00/100.00 Caucasian: 95.24/86.17 Economically Disadvantage: 96.29/89.75 Students with Disabilities: 77.78/77.78

Intervention: The staff at Kingston Elementary School will read and implement the strategies used in Cognitive Guided Instruction.				
Scientific Based Research: Carpenter, Thomas P., Megan Loef Franke, and Linda Levi, Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School, The National Council of Teachers of Mathematics, Inc., 2003, Heinemann: Portsmouth, NH.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each grade level teacher will continue to work with response questions for his/her grade level with the help of released test items and The Learning Institute open response prompts. Action Type: Alignment Action Type: Special Education	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Review of the 2013-14 benchmark data indicates that Kingston Elementary Math program is in NEEDS IMPROVEMENT per ESEA calculations. Action Type: Equity	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Providing funds for student participation in the Coop Math Carnival. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Collaboration Action Type: Equity	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	Title I - Purchase \$700.00 Services: <hr/> ACTION BUDGET: \$700
AIP/IRI: Providing student remediation assistance. Students that meet the AIP/IRI designation through THE LEARNING INSTITUTE/SUCCESSMAKER will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, and parent/community volunteers. Action Type: AIP/IRI</p>				
<p>EVALUATION OF INTERVENTION: This is the FOURTH year for this intervention and may be evaluated by the following: Formative evaluation of an intervention may include, but not be limited to: classroom walk throughs, Teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, formative assessment, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the individualized TLI data for literacy /math Common Core State Standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, as an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (ITBS) and the CRT (Benchmark) exams. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective,</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>especially in a comparative sense,...which need revision...and which need to be abandoned.</p> <p>PROGRAM EVALUATION:</p> <p>The effectiveness of the program will be measured periodically with an assessment at the end of each Learning Institute Module. During the 2009-10 school year we elected to use The Learning Institute Modules for assessments in which teachers and students get instant feedback. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2014-15 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer The Learning Institute formative assessments and benchmark summative test score. We will report the results in our 2014/15 Plan and use the results to determine whether the objectives of this Intervention/Program were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Also, the success of students meeting or exceeding the AMO's for performance or growth will measure the effectiveness of the Math program from year to year and will be used to impact the decisions we make that affect our future instructional program.</p> <p>Action Type: Program Evaluation</p>				
<p>Setting aside funds to purchase math classroom instructional supplies and materials, including Ellison</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>Title I - Materials & \$1700.00</p>

dye's. These purchases supplement the program already implemented with state and local funds. Action Type: Equity		06/30/2015		Supplies : <hr/> ACTION BUDGET \$1700 :
Teachers attend meetings in the summer to fulfill administrative/teacher requested professional development which is currently Cognitive Guided Instruction. Action Type: Alignment Action Type: Professional Development	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	• Teachers	<hr/> ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level per The Learning Institute modules. Teachers and students have two days of remediation after tests are scored to address areas in which improvement is needed. Action Type: Alignment Action Type: Collaboration	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	• Teachers	<hr/> ACTION BUDGET: \$
Teachers will look at individual student scores to direct them in placement in class groups. Action Type: Alignment Action Type: Collaboration	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	• Teachers	<hr/> ACTION BUDGET: \$
Purchase classroom science materials and supplies for the support of math and literacy instruction for 7 teachers at \$300 each. This is supplemental to the required \$500. Action Type: Alignment	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	Title VI State - Material \$2375.00 & Supplies : <hr/> ACTION BUDGET \$2375 :
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: All positions that are designated as "HIGHLY QUALIFIED" by standards will be sought for hiring. In the event a HQT can not be found, the person hired will be put on an Alternative Licensure Plan or become qualified through Non-traditional Licensure Program. Paraprofessionals will meet "highly qualified" status prior to being hired. Jasper School District has a well-	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

<p>defined professional development program that insures each teacher is acquiring the training needed to grow and develop in his/her ability to meet the needs of our various populations. Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement (3 hours parental involvement for administrators). The following are mandated by ADE: 2013-2014--Child Maltreatment Mandated Reporter--two hours and every fourth year thereafter 2014-15-- Parent Involvement - two hours and every fourth year thereafter 2015-16-- Teen Suicide Awareness and Prevention - two hour and every fourth year thereafter 2016-17-- Arkansas History* - two hours and every fourth year thereafter for those who provide* instruction in Arkansas History. In addition to the teacher requirements, administrators will annually receive professional development in data analysis, instructional leadership, and fiscal management. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Melissa Parks</p>	<p>Start: 06/01/2014 End: 05/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: The district will advertise vacant positions in local and state newspapers, online websites, and offer a competitive salary. When</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and, if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent engagement nights, parent teacher conferences, and "meet the teacher night." Our school works with our PTA and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of materials for our parents to check out and use at home.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Marsha Shaver	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION: Conferences are held in the spring to transition students into kindergarten. Parents are provided with a kindergarten readiness checklist at the time of registration. Current students are introduced to</p>	Brenda Trammel	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>their next year's assigned teacher before the summer break. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what PD is offered, going forward. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which gives us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I,</p>	<p>Nona Jackson/Brenda Copenhaver/Keeshia Tolbert</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Para-Pros and Licensed teachers, on a daily basis. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to hire a Curriculum Administrator to help provide and coordinate our Literacy and Math Curriculum as well as provide mentoring activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will incorporate movement in the classroom to aide in the engagement of time on task based on Kim Bivell's brain research and education. Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>2012-13 School year, the district elected to not buy new math books because book companies have not aligned them to the new Common Core State Standards. Therefore, teachers will develop lessons based on workshops attend during the summer, 3rd year of CGI implementation, and build a curriculum based on strengths and weakness based on the data from Benchmark and TLI modules for 2013. Also</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

teachers will continue to look at the Common Core State Standards and use the foundational fluency skills that have been recommended. Action Type: Alignment Action Type: Collaboration				
SCHOOLWIDE REFORM STRATEGIES: Our school faculty meets weekly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use Rubrics to measure student performance. We use Common Core State Standards as a living document to aid us in developing strong lesson plans/curriculum to meet the needs of all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Marsha shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Art and Music teachers will collaborate and view the lesson plans of the elementary teachers so that these programs can strengthen the math program. Action Type: Collaboration	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$4775

- Priority 3: It is the policy of Kingston Elementary to comply with all state and federal regulations relating to nutrition and physical activity.
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.
- Supporting Data:

8. 2009-10:
9. 24 Males: 70.8% Healthy or Underweight~~and 29.2% Overweight or Obese.
- 10.
11. 24 Females: 70% Healthy or Underweight and 30% Overweight Or Obese.
- 12.
13. 2008-09:
14. 40 Males: 75% Healthy or Underweight~~25% Overweight or Obese
15. 48 Females:60% Healthy or Underweight~~39.6% Overweight Or Obese.
- 16.
17. Body Mass Index Data SY 2007-08 of the 139 student population, 54 students were
18. assessed. Of the students assessed, the following represents the percent of
19. students at risk of overweight and overweight:
20. Elementary: Males-44.0%, Females-41.4%;
- 21.
- 22.
- 23.
- 24.
- 25.
26. School Health Index
27. 2010-11: The SHI was not performed. No data results.
- 28.
29. Overall Score Card
30. For each module (row), write the score in the column where the Module score
31. falls.
32. Low 0-20%, 21-40%; Medium 41-60%, 61-80%;
33. High 81-100%
- 34.
35. School Health Policies and Environment -
36. Module 1 - REQUIRED 84%
37. Health Education -
38. Module 2 - REQUIRED 50%
39. Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED
40. 38%
41. Nutrition Services -
42. Module 4 - REQUIRED 71%
43. School Health Services -
44. Module 5 - OPTIONAL
45. School Counseling, Psychological, and Social Service -
46. Module 6 - OPTIONAL
47. Health Promotion for Staff -
48. Module 7 - OPTIONAL
49. Family and Community Involvement - Module 8 -
50. REQUIRED 11%
- 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.
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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: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Beginning this school year (2011), Jasper School District has submitted to becoming a Coordinated Health School. A team has attended CHS seminar and has begun implementing the components of staff health and family/parental involvement. (2012) We are now a Coordinated School Health District. The District is in the process of remodeling part of a facility on the Jasper Campus for the Wellness Center. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor/Nicole Fairchild	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Kingston Elementary Students will thrive and promote a safe/healthy school	Marsha Shaver	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/>

<p>environment. Students in grades 3-6 will be evaluated using the Fitness Gram model. Students in K-3 will focus on healthy eating and making healthy choices along with the requirement minutes of physical activity time set by Arkansas Standards. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students in grades 3-6 will have constructive physical activity for 120 minutes per week using SPARK curriculum. They will also be informed on subject matter such as: tobacco, alcohol and drugs, anatomy, community and environmental health, injury prevention, mental and emotional health, nutrition, personal and consumer health, physical activity, family health and sexuality. Students in grades k-6 will walk each morning before going to class, walk 10 minutes after lunch, and receive the 60 minutes of physical activity time required by Arkansas Standards. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Kingston Elementary School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment using the instrument SPARK(FITNESS GRAM)for grades 3-6. The goal is to see a 1% reduction in the BMI's. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Greg Poole/Delia Bowen</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Tasks of District Lunchroom Supervisor: 1. Set up class tours of the cafeteria for each campus.</p>	<p>Nicole Fairchild</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

<p>2. Put a suggestion box on each campus for lunch.</p> <p>3. Create a top 10 list of facts parents should know about school lunches.</p> <p>4. Communicate with each campus having two entrees (salad bar and potato bar).</p> <p>5. Examine information on Bronze lunch award.</p> <p>Tasks for District School Nurses:</p> <p>1. Split the 9 school months into Health awareness months~~each nurse takes three months , distributes the infromation monthly in staff mailboxes.</p> <p>2. Select one day a week that health services will be offered/opened and set for staff to have blood pressure, weight, and glucose checked.</p> <p>3. Ensure Asthma plans are available and up-to-date.</p> <p>Tasks of the Principal:</p> <p>1. Ensure recess/PE is not taken away from students</p> <p>2. Recommend parents to participate on Coordinated School Health Team</p> <p>3. Communicate with staff importance of a healthy atmosphere</p> <p>4. When dealing with students and tobacco issues--recommend cessation options</p> <p>5. Manage Crisis Plan</p> <p>6. Inform parents and community of the new</p>				
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<p>exercise and playground equipment received from the JUA grant. There will be a Grand Day opening in November of 2012.</p> <p>Tasks of District Administrators:</p> <ol style="list-style-type: none"> 1. Find Physical Education curriculum for K-12 2. Research grants for incentives 3. Establish a healthy staff program/competition 4. Set up blog/communication system to share information from campus to campus <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>				
<p>PROGRAM EVALUATION: Action 1: Look at school PE schedule Action 2: Moved from applying to being accepted. Action 3: Incorporation of the Fresh Fruit and Vegetable Program; school nurse conducting a session in each elementary class weekly discussing healthy foods and how they are important to your body. (Healthteacher.com) Action 4. Compare the BMI's of each student with the Fitnessgram data. Action 5: Observation on the campus and survey of students, parents, and staff. Action Type: Program Evaluation</p>	<p>Marsha Shaver</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.</p>				
<p>Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

Kingston Elementary will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Kingston Elementary School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Action 1: Received a JUA grant for the elementary school in which a Fitness Cluster has been purchased to allow students at school and community to have access to the Fitness Cluster while parents and community members walk the track or picnic and see their children at all times while exercising. Action 2: Parent, teachers, student surveys to get recommendations and needs for Wellness Committee. Action Type: Program Evaluation	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire 1.0 FTE School nurse to supplement required district nurse. This employment is supplemental to the program already implemented with state or	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - Employee Benefits: \$9621.00

local funds. Action Type: Title I Schoolwide				NSLA (State-281) \$38482.00 - Employee Salaries: <hr/> ACTION BUDGET: \$48103
PROGRAM EVALUATION: Student, parent, teacher survey asking how the school nurse performed her duties toward his/her child while at school (student care plans, educating the student in classroom pertaining to healthy foods and physical activity, communication with parents)etc. Action Type: Parental Engagement Action Type: Program Evaluation	Marsha Shaver	Start: 07/01/2014 End: 06/30/2015	• District Staff	<hr/> ACTION BUDGET: \$
Total Budget:				\$48103

• Planning Team

Classification	Name	Position	Committee
Business Representative	Gene Davidson	Community Member	K-6 Literacy/Math
Classroom Teacher	Amanda Anderson	Art	Math/Literacy
Classroom Teacher	Ashlee Johnson	Literacy 4/5/6 Grades	Literacy
Classroom Teacher	Barbara Barkley	Music k-12	Math/Literacy
Classroom Teacher	Hillary Bancroft	First	K-6 Literacy/Math
Classroom Teacher	Jennifer Dunn	Science 4/5/6	K-6 Literacy/Math
Classroom Teacher	Julia Jackson	First Grade	K-6 Literacy/Math
Classroom Teacher	Keesha Tolbert	3rd Grade	Literacy/Math
Classroom Teacher	Pam Spradling	Second Grade	K-6 Literacy/Math
Classroom Teacher	Pat Summers	Teacher	K-6 Wellness
Classroom Teacher	Renee Guidry	Math 4/5/6	Math
Classroom Teacher	Sharron Murrell	Special Education	K-6 Literacy/Math
District-Level Professional	Melissa Parks	Curriculum Administrator	Literacy/Math
District-Level Professional	Nicole Fairchild	Wellness Coordinator	Wellness
Non-Classroom Professional Staff	Alice Smith	Counselor	K-6 Wellness
Non-Classroom Professional Staff	Delia Bowen	Nurse	K-6 Wellness
Non-Classroom Professional Staff	Kaela Hawkins	Media Specialists	Literacy
Parent	Amy Hasty		K-6 Literacy/Math
Principal	Marsha Shaver	Principal	K-6 Literacy/Math/Wellness