



2013-2014

Action Report

JASPER HIGH SCHOOL
P O BOX 446, JASPER, AR 72641

Action Report

For: ADE Scholastic Audit, AIP/IRI, Alignment, Collaboration, Equity, HQT-Section 2141, Iterim Measurable Objective (IMO), Parental Engagement, Priority Improvement Plan (PIP), Professional Development, Program Evaluation, School Improvement, SIF 1003(a) 10-11, SIF 1003(a) 11-12, SIF 1003(a) 12-13, SIF 1003(a) 13-14, SIF 1003(a) ARRA, SIF 1003(g) 08-09, SIF 1003(g) 10-11, Special Education, Targeted Improvement Plan (TIP), Technology Inclusion, Title I Schoolwide, Title I Target Assistance, Wellness.

Generated on August 9, 2014

Action Type: ADE Scholastic Audit
There is no data for the Action type "ADE Scholastic Audit".

Action Type: AIP/IRI
Priority 1: To Improve Math Skills
Goal: All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

Priority 2: To Improve Literacy Skills
Goal: All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Action Type: Alignment
Priority 1: To Improve Math Skills
Goal: All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

Priority 2: To Improve Literacy Skills
Goal: All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Priority 3: Wellness
Goal: Jasper High School will provide support for students in making healthy lifestyle choices,

help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: Collaboration

Priority 1: To Improve Math Skills

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

Priority 2: To Improve Literacy Skills

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

Priority 3: Wellness

Goal: Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: Equity

Priority 1: To Improve Math Skills

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

Priority 2: To Improve Literacy Skills

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

Priority 3: Wellness

Goal: Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

Priority 1: To Improve Math Skills

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

Priority 2: To Improve Literacy Skills

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

Priority 3: Wellness

Goal: Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1: To Improve Math Skills

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Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

Priority 2: To Improve Literacy Skills

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

Priority 3: Wellness

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Action Type: Program Evaluation

Priority 1: To Improve Math Skills

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Priority 3: Wellness

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Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

Priority 1: To Improve Math Skills

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

Priority 2: To Improve Literacy Skills

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

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1: To Improve Math Skills

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Priority 2: To Improve Literacy Skills

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

Action Type: Title I Schoolwide

Priority 1: To Improve Math Skills

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

Priority 2: To Improve Literacy Skills

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

Priority 3: Wellness

Goal: Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: Title I Target Assistance

There is no data for the Action type "Title I Target Assistance".

Action Type: Wellness

Priority 3: Wellness

Goal: Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Action Type: ADE Scholastic Audit

There is no data for the Action type "ADE Scholastic Audit".

Action Type: AIP/IRI

Priority 1: To improve math procedures and problem solving skills.

1. **NEEDS ASSESSMENT:** We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. **CRITERION REFERENCED CRT (ACTAAP) Three Year Performance:** All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. **GRADUATION RATE:** 2012--97.44% 2011--84.78% 2010--90.19% **ATTENDANCE RATE:** 2013--98.29% 2012--97.65% 2010--98.2%

Supporting
Data:

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

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Identify those students who scored below proficient on the last ACTAAP and schedule time for them to receive special classes in remediation during the school day or after school. Action Type: AIP/IRI Action Type: Equity	Jeff Middleton, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	<hr/> ACTION BUDGET: \$
AIP/IRI: Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, and supervised use of allowed instructional assistants. Action Type: AIP/IRI	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve content, style (writing skills), and literary reading skills.

Supporting Data:

- NEEDS ASSESSMENT:** Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.

2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
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Goal All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

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Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will have their literacy skills assessed prior to taking the ACTAAP in order to identify those needing additional assistance in these skills. Special remediation activities and classes will be provided as needed. Action Type: AIP/IRI Action Type: Equity	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
All high school students will have access to a high school computer lab to work on supplemental literacy skills at a minimum of once a week Action Type: AIP/IRI Action Type: Technology Inclusion	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
AIP/IRI: Providing student remediation assistance. Students that meet the AIP/IRI/RTI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI				
Total Budget:				\$0

Action Type: Alignment

Priority 1: To improve math procedures and problem solving skills.

Supporting Data:

1. NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
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achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified High School Counselor, Jeff Middleton, to supplement required .50 high school counseling position to full time high school counselor. This employment is supplemental to the program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	NSLA (State-281) - \$7808.00 Employee Benefits: NSLA (State-281) - \$31230.00 Employee Salaries: <hr/> ACTION BUDGET: \$39038
Setting aside funds for .50 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Equity	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
ALIGNMENT: After each set of Formative assessments from TLI, teachers will record reflections in the alignment notes on the pacing guides. Action Type: Alignment	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Alignment	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Science inventory is updated and given to elementary classroom teachers to assist them in science planning. Action Type: Alignment	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Compare Formative Assessment test scores and ACTAP test scores to determine if alignment occurred over the year. Action Type: Alignment	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

<p>Begin collection of highly effective lesson plans which are determined by high scoring SLEs that may be used by grade specific teachers to assist them in implementing effective teaching strategies. Action Type: Alignment</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	Waynetta Villines/Duane Barnard/Jeff Middleton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: We ensure that all students experience a rigorous curriculum that is aligned to the Common Core State Standards. We offer the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stakes Exams: Each student scoring below proficient has an AIP created with the involvement of parents, teachers and counselors. Parents are required to sign off on the AIP's. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams.</p> <p>Action Type: Alignment Action Type: Equity</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
<p>COLLABORATION: We coordinate and integrate our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Science team, 5th grade science teacher and High School Science teacher meet to determine what materials are needed to ensure the ability to provide science instruction at the elementary level. We involve teachers in the decision making process by holding frequent meetings. Our teachers meet once monthly for the purpose of engaging in schoolwide data analysis. Grade Level (or Departmental) Teams meet to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Our faculty leadership teams report School Improvement Plan progress to the Superintendent on a Quarterly Basis. Teachers will encourage students to engage in lifelong learning by the use of guest speakers, field trips, classroom technology, and</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>involvement in opportunities to explore learning opportunities. Math teacher's will have a common prep period. During this time they will share student's work, discuss teaching strategies, discuss RTI strategies, and ways they are using iPads in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>TEACHER MENTORING ACTIVITIES: 1. Teachers will have a common prep period to discuss strategies, share student work, collaborate on alignment, and to share in a book study. 2. Teachers will observe one another and reflect on each other's practices. This will be used to improve upon instructional practices. This peer evaluation will be done in the fall semester. Action Type: Alignment Action Type: Collaboration</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$39038

Priority 2: To improve content, style (writing skills), and literary reading skills.

Supporting Data:

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
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Goal All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The style of writing required on the ACTAAP will be incorporated into all subject areas and tests will include open response questions. Action Type: Alignment Action Type: Professional Development	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	_____ ACTION BUDGET: \$
As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A curriculum map will be designed to track at what grade level each of the frameworks is being introduced, taught, and reinforced. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	_____ ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Alignment	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	_____ ACTION BUDGET: \$
High School English teachers are to observe elementary Language Arts classes. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	_____ ACTION BUDGET: \$
Begin collection of highly effective lesson plans which are determined by high	Jeff Cantrell	Start: 07/01/2013	<ul style="list-style-type: none"> Teachers 	_____ ACTION BUDGET: \$

<p>scoring SLEs that may be used by grade specific teachers to assist them in implementing effective teaching strategies. Action Type: Alignment</p>		<p>End: 06/30/2014</p>		
<p>The Learning Institute: A team of teachers will attend The Learning Institute and will train the remainder of the staff on the system. Teachers will print off Student Accountability Reports and distribute them to parents during parent teacher conferences. Teachers will align curriculum and select SLEs for specific modules. Teachers will administer interim assessments on specific dates. Teachers will meet with the Curriculum and Instructional Administrator to discuss students strengths and weaknesses. Teachers will design lessons to meet the areas of student weaknesses as demonstrated by their interim assessment scores. This will be demonstrated through their lesson plans. Modules are reassessed to determine any changes that need to be made. Teachers meet in teams to discuss vertical alignment. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</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</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	<p>NSLA (State-281) - Materials & Supplies: \$334.00 NSLA (State-281) - Purchased Services: \$4334.00</p> <hr/> <p>ACTION BUDGET: \$4668</p>

Action Type: Program Evaluation				
COLLABORATION: Literacy teacher's will have a common prep period. During this time they will share student's work, discuss teaching strategies, and discuss project based learning that is part of Common Core State Standards and will help students be college and career ready. This process is designed to increase students understanding of math. Science team, 5th grade science teacher and High School Science teacher meet to determine what materials are needed to ensure the ability to provide science instruction at the elementary level. 6th grade and High School teachers meet to determine how to bridge the gap between elementary and High School. Teachers will encourage students to be life-long learners by taking students on field trips, scheduling guest speakers, and using classroom technology to explore learning opportunities. Action Type: Alignment Action Type: Collaboration	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$4668

Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.

1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. Body Mass Classifications 2010-11:
3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
4. 70% Healthy or Underweight, 30% Overweight or Obese.
5. Body Mass Classifications 2009-10:
6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
7. 66.7% Healthy or underweight, 33.3% overweight or obese.
- 8.
9. Body Mass Classifications 2008-09:
10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
- 11.
12. Body Mass Index Data SY 2007-08: Of the 247

Supporting Data:

13. student population, 155 students were assessed. Of the students assessed, the
14. following represents the percent of students at risk of overweight and
15. overweight:
16. High School: Males-52.3%, Females-37.7%
- 17.
- 18.
19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
20. Free and Reduced Eligibility 2010-11:
21. 37% Paid, 15% Reduced, and 48% Free.
- 22.
23. Free and reduced Eligibility 2009-10:
24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
26. Free and reduced Eligibility 2008-09:
27. 43% Paid, 12% Reduced, and 44% Free.
- 28.
29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

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
Jasper High School supports the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks.	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Jasper High School will support implementing a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School will support teachers in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Collaboration

Priority 1: To improve math procedures and problem solving skills.

Supporting Data:

1. NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

Goal

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

Benchmark

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified High School Counselor, Jeff Middleton, to supplement required .50 high school counseling position to full time high school counselor. This employment is supplemental to the	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	NSLA (State-281) - \$7808.00 Employee Benefits: NSLA (State-281) - \$31230.00

<p>program already implemented with state or local funds. Action Type: Alignment Action Type: Collaboration</p>				<p>Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$39038</p>
<p>Setting aside funds for supplemental math classroom materials and supplies. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Collaboration Action Type: Technology Inclusion</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type:</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$

<p>Evaluation Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Waynetta Villines/Duane Barnard/Jeff Middleton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>COLLABORATION: We coordinate and integrate our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Science team, 5th grade science teacher and High School Science teacher meet to determine what materials are needed to ensure the ability to provide science instruction at the elementary level. We involve teachers in the</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>decision making process by holding frequent meetings. Our teachers meet once monthly for the purpose of engaging in schoolwide data analysis. Grade Level (or Departmental) Teams meet to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Our faculty leadership teams report School Improvement Plan progress to the Superintendent on a Quarterly Basis. Teachers will encourage students to engage in lifelong learning by the use of guest speakers, field trips, classroom technology, and involvement in opportunities to explore learning opportunities. Math teacher's will have a common prep period. During this time they will share student's work, discuss teaching strategies, discuss RTI strategies, and ways they are using iPads in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>TEACHER MENTORING ACTIVITIES: 1. Teachers will have a common prep period to discuss strategies, share student work, collaborate on alignment, and to share in a book study. 2. Teachers will observe one another and reflect on each other's practices. This will be used to improve upon instructional practices.</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

This peer evaluation will be done in the fall semester. Action Type: Alignment Action Type: Collaboration				
Total Budget:				\$39038

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>B. PARENTAL INVOLVEMENT MEETINGS: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: What students will be learning; How students will be assessed; What parents should expect for their child's education; planned activities that parents will be invited to participate include: Science Fair Orientation and open house, Band concerts, Parent/Student Literacy Night, Parent/Math Night and Veterans Day Programs. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>C. VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book listing. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home will be made available to all parents. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>D. RESOLUTION PROCESS: Each student is given a Student Handbook which will include the schools process</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

for resolving parental concerns and tips for how parents can foster their child's success. It includes how to define a problem, whom to approach first, and how to develop solutions. Action Type: Collaboration Action Type: Parental Engagement				
E. PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
F. PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
I. PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$

learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement				
J. PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
K. PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
L. OPEN HOUSE: Our school will host open-house for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
M. SCHOOL-PARENT COMPACT: Our school has	Jeff Lewis	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative Staff 	_____ ACTION BUDGET: \$

<p>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. The school will provide assistance in content areas and assessment, provide materials and training to help parent become involved in their children's achievement, and provide other reasonable assistance as requested. The school will educate staff members of the importance and benefits of parent involvement. Action Type: Collaboration Action Type: Parental Engagement</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<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 activities on the campus. This activity is supplemental to the program or activity already implemented with state or local funds. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials \$1250.00 & Supplies: <hr/>ACTION BUDGET: \$1250</p>
<p>O. FORMATIVE EVALUATION: A formative</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/>

<p>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</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Q. ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>R. PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$1250

Priority 2: To improve content, style (writing skills), and literary reading skills.

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The sub-group Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 3.
- 4.

Supporting Data:

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

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified Librarian to supplement required .50 high school librarian position. She will supplement instruction and literacy/library activities in grades 7-12. She will also	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library 	Title I - Employee \$20647.00 Salaries: Title I - Employee \$5162.00 Benefits:

<p>facilitate Accelerated Reader activities in these grades. 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: Collaboration Action Type: Program Evaluation</p>				<p>ACTION BUDGET: \$25809</p>
<p>As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A curriculum map will be designed to track at what grade level each of the frameworks is being introduced, taught, and reinforced. Action Type: Alignment Action Type: Collaboration</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>High School English teachers are to observe elementary Language Arts classes. Action Type: Alignment Action Type: Collaboration</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>COLLABORATION: Literacy teacher's will have a common prep period. During this time they will share student's work, discuss teaching strategies, and discuss project based learning that is part of Common Core State Standards and will help students be college and career ready. This process is designed to increase students understanding of math. Science team, 5th grade science teacher and High School Science teacher meet to determine what materials are needed to ensure the ability to</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

provide science instruction at the elementary level. 6th grade and High School teachers meet to determine how to bridge the gap between elementary and High School. Teachers will encourage students to be life-long learners by taking students on field trips, scheduling guest speakers, and using classroom technology to explore learning opportunities. Action Type: Alignment Action Type: Collaboration				
Total Budget:				\$25809

Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.

1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. Body Mass Classifications 2010-11:
3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
4. 70% Healthy or Underweight, 30% Overweight or Obese.
5. Body Mass Classifications 2009-10:
6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
7. 66.7% Healthy or underweight, 33.3% overweight or obese.
- 8.
9. Body Mass Classifications 2008-09:
10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
- 11.
12. Body Mass Index Data SY 2007-08: Of the 247
13. student population, 155 students were assessed. Of the students assessed, the
14. following represents the percent of students at risk of overweight and
15. overweight:
16. High School: Males-52.3%, Females-37.7%
- 17.
- 18.
19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
20. Free and Reduced Eligibility 2010-11:
21. 37% Paid, 15% Reduced, and 48% Free.

Supporting Data:

- 22.
- 23. Free and reduced Eligibility 2009-10:
- 24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
- 26. Free and reduced Eligibility 2008-09:
- 27. 43% Paid, 12% Reduced, and 44% Free.
- 28.
- 29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
- 30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
- 34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

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
Jasper School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School will provide a pleasant environment and monitor schedules and other	Jeff Lewis	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative Staff 	<hr/>

<p>factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The schools Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</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.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Jasper High School supports school staff exhibiting qualities of positive role models for healthy eating and physical activity.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Jasper High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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</p>				
<p>Jasper High School will support implementing a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
<p>Jasper High School will support teachers in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
<p>Jasper High School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$

by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$0

Action Type: Equity

Priority 1: To improve math procedures and problem solving skills.

Supporting Data:

1. NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
2. 1. We currently have two groups: all students and the TAGG group. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

Goal

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

Benchmark

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Identify those students who scored below proficient on the last ACTAAP and schedule time for them to receive special classes in remediation during the school day or after school. Action Type: AIP/IRI Action Type: Equity</p>	<p>Jeff Middleton, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds for .50 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Equity</p>	<p>Kerry Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>ALIGNMENT: Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Action Type: Equity Action Type: Title I Schoolwide</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. WE work with the state universities in the placement of their best teacher candidates in our school. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Waynetta Villines/Duane Barnard/Jeff Middleton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: We ensure that all students experience a rigorous curriculum that is aligned to the Common Core State Standards. We offer the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stakes Exams: Each student scoring below proficient has an AIP created with the</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>involvement of parents, teachers and counselors. Parents are required to sign off on the AIP's. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>COLLABORATION: We coordinate and integrate our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Science team, 5th grade science teacher and High School Science teacher meet to determine what materials are needed to ensure the ability to provide science instruction at the elementary level. We involve teachers in the decision making process by holding frequent meetings. Our teachers meet once monthly for the purpose of engaging in schoolwide data analysis. Grade Level (or Departmental) Teams meet to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Our faculty leadership teams report School Improvement Plan progress to the Superintendent on a Quarterly Basis. Teachers will encourage students to</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

engage in lifelong learning by the use of guest speakers, field trips, classroom technology, and involvement in opportunities to explore learning opportunities. Math teacher's will have a common prep period. During this time they will share student's work, discuss teaching strategies, discuss RTI strategies, and ways they are using iPads in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Total Budget:				\$0

Priority 2: To improve content, style (writing skills), and literary reading skills.

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The sub-group Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 3.
- 4.

Supporting Data:

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

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

All students will have their literacy skills assessed prior to taking the ACTAAP in order to identify those needing additional assistance in these skills. Special remediation activities and classes will be provided as needed. Action Type: AIP/IRI Action Type: Equity	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Hire .21 FTE highly qualified teacher to provide instruction for Alternative Learning Students. This employment is supplemental to the program already implemented with state or local funds. Also setting aside funds to provide supplemental classroom materials and supplies for teachers or students. Action Type: Equity Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
EQUITY: 7th and 8th grade Literacy and Reading classes will be divided by male/ female to allow for differentiated instruction. Teaching strategies and material selection will reflect learning styles and preferences of each group. Action Type: Equity	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
ALIGNMENT: Our entire faculty is licensed in the areas they teach. All of our Para Pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Action Type: Equity Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.
1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
 2. Body Mass Classifications 2010-11:
 3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
 4. 70% Healthy or Underweight, 30% Overweight or Obese.
 5. Body Mass Classifications 2009-10:
 6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
- Supporting Data:

7. 66.7% Healthy or underweight, 33.3% overweight or obese.
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13. student population, 155 students were assessed. Of the students assessed, the
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19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
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Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Jasper High School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

- Priority 1: To improve math procedures and problem solving skills.
- NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
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- Supporting Data:
- Goal All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions. Geometry: All students will improve their Geometry performance in

answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

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Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Will utilize the High School web page, an automated callout system and mailouts to parents to inform them of the importance of ACTAAP test scores and recruit their help in developing motivational activities to use as an incentive to do well on the tests. Incentives may include parties or trips for those students showing improvement when comparing previous test scores to current ones. Action Type: Parental Engagement Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement. Action Type: Collaboration</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide				
TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Waynetta Villines/Duane Barnard/Jeff Middleton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

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
A. INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection. Each teacher will provide a class syllabi explaining teacher expectations and communication information, and testing information. Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<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 include: Science Fair Orientation and open house, Band concerts, Parent/Student Literacy Night, Parent/Math Night and Veterans Day Programs. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>C. VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book listing. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home will be made available to all parents. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>D. RESOLUTION PROCESS: Each student is given a Student Handbook which will include the schools process for resolving parental concerns and tips for how parents can foster their child's success. It includes how to define a problem, whom to approach first, and how to develop solutions. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>E. PARENT SEMINARS: The school will sponsor</p>	Jeff Lewis	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement		End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	
F. PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	_____ ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	_____ ACTION BUDGET: \$
H. PARENT TEACHER CONFERENCES: To encourage communication with parents, the school will schedule no fewer than two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week grading period. Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	_____ ACTION BUDGET: \$
I. PARENT INSTRUCTION: 1. The school will provide instruction to a parent on	Jeff Lewis	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	_____ ACTION BUDGET: \$

<p>how to incorporate developmentally appropriate learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	
<p>J. PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>K. PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</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 for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations.</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Parental Engagement</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. The school will provide assistance in content areas and assessment, provide materials and training to help parent become involved in their children's achievement, and provide other reasonable assistance as requested. The school will educate staff members of the importance and benefits of parent involvement. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</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 activities on the campus. This activity is</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$1250.00</p> <hr/> <p>ACTION BUDGET: \$1250</p>

<p>supplemental to the program or activity already implemented with state or local funds. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>O. FORMATIVE EVALUATION: A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement activities. Action Type: Collaboration Action Type: Parental Engagement</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>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</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Q. ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Collaboration</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement				
R. PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Collaboration Action Type: Parental Engagement	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	NSLA (State-281) - \$2700.00 Purchased Services: <hr/> ACTION BUDGET: \$2700
Total Budget:				\$3950

- Priority 2: To improve content, style (writing skills), and literary reading skills.
- NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
 -
- Supporting Data:

4.

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

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize school web page and mailouts to inform parents of the importance of ACTAAP test scores and recruit their help in developing motivational activities to use as an incentive to do well on the tests. Incentives may include parties or trips for those students showing improvement when comparing previous test scores to current ones. Action Type: Parental Engagement Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.

1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. Body Mass Classifications 2010-11:
3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
4. 70% Healthy or Underweight, 30% Overweight or Obese.
5. Body Mass Classifications 2009-10:
6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
7. 66.7% Healthy or underweight, 33.3% overweight or obese.
- 8.
9. Body Mass Classifications 2008-09:
10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
- 11.
12. Body Mass Index Data SY 2007-08: Of the 247

Supporting Data:

13. student population, 155 students were assessed. Of the students assessed, the
14. following represents the percent of students at risk of overweight and
15. overweight:
16. High School: Males-52.3%, Females-37.7%
- 17.
- 18.
19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
20. Free and Reduced Eligibility 2010-11:
21. 37% Paid, 15% Reduced, and 48% Free.
- 22.
23. Free and reduced Eligibility 2009-10:
24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
26. Free and reduced Eligibility 2008-09:
27. 43% Paid, 12% Reduced, and 44% Free.
- 28.
29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Jasper High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities.	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

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				
Total Budget:				\$0

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1:	To improve math procedures and problem solving skills.
Supporting Data:	<ol style="list-style-type: none"> 1. NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations. 2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%
Goal	All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions. Geometry: All students will improve their Geometry performance in answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.
Benchmark	Jasper High School is classified as an Achieving School in mathematics by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 74.80 and the TAGG was 74.19 The 2013 AMO were 72.23 and 68.08, respectively. The AMO for 2014 is 75.00 for all students and 71.28 for TAGG.

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will be required to include open response questions in all classroom tests. Action Type: Professional Development	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Professional Development will be required to train teachers on project based learning that is part of the Common Core State Standards to prepare students to be college and career ready. Training will be provided for all special education teachers, to assist IEP students to help them score better on the ACTAAP. Action Type: Professional Development Action Type: Special Education	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>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, technology, and child maltreatment. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and Para pros are all included in the design and implementation of our professional development plan. We survey our teachers after each Professional Development activity and use the results to make planning decisions about PD, in our building. Individual Teacher Professional Development Plans are developed using student data and classroom observations and 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>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. WE work with the state universities in the placement of their best teacher candidates in our school. Action Type: Equity Action Type: Professional Development</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$0
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
K. PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve content, style (writing skills), and literary reading skills.

- NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
1. We currently have two groups: all students and the TAGG group. The sub-group Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
-
-

Supporting Data:

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

Benchmark: Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was

79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
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Actions	Person Responsible	Timeline	Resources	Source of Funds
The style of writing required on the ACTAAP will be incorporated into all subject areas and tests will include open response questions. Action Type: Alignment Action Type: Professional Development	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
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 supplies. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the district to meet the required state development hours. State professional development funds will be used to meet these various teacher/ administrator 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, and child maltreatment. Administrators shall have no fewer than 3 hours of professional development designed to enhance the understanding of	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>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, Everday Math, PBS Teacherline, Heinman, AETN IDEAS, Project Learning Tree, Accelerated Reader, Accelerated Math, Reading Academy, Success Maker, Nova Net, Mentoring, academic facilitators, special education, implementing 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</p>				
<p>The Learning Institute: A team of teachers will attend The Learning Institute and will train the remainder of the staff on the system. Teachers will print off Student Accountability Reports and distribute them to parents during parent teacher conferences. Teachers will align curriculum and select SLEs for specific modules. Teachers will administer interim assessments</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>on specific dates. Teachers will meet with the Curriculum and Instructional Administrator to discuss students strengths and weaknesses. Teachers will design lessons to meet the areas of student weaknesses as demonstrated by their interim assessment scores. This will be demonstrated through their lesson plans. Modules are reassessed to determine any changes that need to be made. Teachers meet in teams to discuss vertical alignment.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>				
Total Budget:				\$0

Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.

1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. Body Mass Classifications 2010-11:
3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
4. 70% Healthy or Underweight, 30% Overweight or Obese.
5. Body Mass Classifications 2009-10:
6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
7. 66.7% Healthy or underweight, 33.3% overweight or obese.
- 8.
9. Body Mass Classifications 2008-09:
10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
- 11.
12. Body Mass Index Data SY 2007-08: Of the 247
13. student population, 155 students were assessed. Of the students assessed, the
14. following represents the percent of students at risk of overweight and
15. overweight:
16. High School: Males-52.3%, Females-37.7%
- 17.
- 18.
19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion

Supporting Data:

for Staff – Module 7 - OPTIONAL Family and Community Involvement –
Module 8 - REQUIRED 61%

20. Free and Reduced Eligibility 2010-11:
21. 37% Paid, 15% Reduced, and 48% Free.
- 22.
23. Free and reduced Eligibility 2009-10:
24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
26. Free and reduced Eligibility 2008-09:
27. 43% Paid, 12% Reduced, and 44% Free.
- 28.
29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

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
Jasper High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School supports the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$

Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Jasper High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that 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	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Program Evaluation

- Priority 1: To improve math procedures and problem solving skills.
- NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked
- Supporting Data:

at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.

2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

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

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Will utilize the High School web page, an automated callout system and mailouts to parents to inform them of the importance of ACTAAP test scores and recruit their help in developing motivational activities to use as an incentive to do well on the tests. Incentives may include parties or trips for those students showing improvement when comparing previous test scores to current ones. Action Type: Parental Engagement Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$

<p>Scores of future ACTAAP exams will be examined for improvement in the critical thinking and problem solving areas. Action Type: Program Evaluation</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: The effectiveness of the math program will be measured periodically with an assessment at the end of each Learning Institute Module. The combined population augmented Benchmark scores will be used to test program effectiveness from year to year will be used to inact the decisions we make that affect our future instructional program. Other forms of evaluation may include, but not be limited to: classroom walkthroughs, peer observations, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papter, Blooms Higher Level exams, projects of independent study, and project based learning. The program is also effective because of the increase in the number of proficient and advanced students. Action Type: Program Evaluation</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>strategies that are supported by scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>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, technology, and child maltreatment. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and Para pros are all included in the design and implementation of our professional development plan. We survey our teachers after each Professional Development activity and use the results to make planning decisions about PD, in our building. Individual Teacher Professional Development Plans are developed using student data and classroom observations and 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>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
Total Budget:				\$0

- Priority 2: To improve content, style (writing skills), and literary reading skills.
1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
 2. 1. We currently have two groups: all students and the TAGG group. The sub-group Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
 - 3.
 - 4.
- Supporting Data:
- Goal All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.
- Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was

79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire .50 FTE highly qualified Librarian to supplement required .50 high school librarian position. She will supplement instruction and literacy/library activities in grades 7-12. She will also facilitate Accelerated Reader activities in these grades. 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: Collaboration Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library 	Title I - Employee \$20647.00 Salaries: Title I - Employee \$5162.00 Benefits: <hr/> ACTION BUDGET: \$25809
Purchase Accelerated Reader books and software designed to enhance literacy skills into the curriculum for 7th and 8th grades. This purchase 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: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

<p>Hire .29 FTE highly qualified computer lab aide, Thelma Pruitt, to administer the computer lab for student use in grades 7-8. This employment is supplemental to the program already implemented with state or local funds. Evaluation will be determined by by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers 	<p>Title I - Employee Salaries: \$6693.00 Title I - Employee Benefits: \$1950.00</p> <hr/> <p>ACTION BUDGET: \$8643</p>
<p>Utilize school web page and mailouts to inform parents of the importance of ACTAAP test scores and recruit their help in developing motivational activities to use as an incentive to do well on the tests. Incentives may include parties or trips for those students showing improvement when comparing previous test scores to current ones. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</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 combined population augmented Benchmark scores will be used to test program effectiveness from year to year will be used to inact 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, periodic teacher made (or standardized)</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>tests, computer lab quizzes, mock benchmark exams, term or research paper, Blooms Higher Level exams, project based learning, and performance based skill assessments in a lab type setting. During the 2012-13 School Year we elected to use TLI Module Tests as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. The program was also effective because of the increase in the number of students who scored proficient and advanced. Action Type: Program Evaluation</p>				
<p>The Learning Institute: A team of teachers will attend The Learning Institute and will train the remainder of the staff on the system. Teachers will print off Student Accountability Reports and distribute them to parents during parent teacher conferences. Teachers will align curriculum and select SLEs for specific modules. Teachers will administer interim assessments on specific dates. Teachers will meet with the Curriculum and Instructional Administrator to discuss students strengths and weaknesses. Teachers will design lessons to meet the areas of student weaknesses as demonstrated by their interim assessment scores. This will be demonstrated through their lesson plans. Modules are reassessed to determine any changes that need to be made. Teachers meet in teams to discuss vertical alignment. Action Type: Alignment Action Type: Professional Development</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	NSLA (State-281) - \$334.00 Materials & Supplies: NSLA (State-281) - \$4334.00 Purchased Services: <hr/> ACTION BUDGET: \$4668
Total Budget:				\$40120

- Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.
1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
 2. Body Mass Classifications 2010-11:
 3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
 4. 70% Healthy or Underweight, 30% Overweight or Obese.
 5. Body Mass Classifications 2009-10:
 6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
 7. 66.7% Healthy or underweight, 33.3% overweight or obese.
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 9. Body Mass Classifications 2008-09:
 10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
 - 11.
 12. Body Mass Index Data SY 2007-08: Of the 247
 13. student population, 155 students were assessed. Of the students assessed, the
 14. following represents the percent of students at risk of overweight and
 15. overweight:
 16. High School: Males-52.3%, Females-37.7%
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 - 18.
 19. 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 54% Health Education - Module 2 – REQUIRED 73% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%
 20. Free and Reduced Eligibility 2010-11:
- Supporting Data:

21. 37% Paid, 15% Reduced, and 48% Free.
- 22.
23. Free and reduced Eligibility 2009-10:
24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
26. Free and reduced Eligibility 2008-09:
27. 43% Paid, 12% Reduced, and 44% Free.
- 28.
29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

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
Jasper High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
The schools Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Jasper High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

- Priority 1: To improve math procedures and problem solving skills.
- Supporting Data:
1. NEEDS ASSESSMENT: We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.
 2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%
- Goal: All students in 7th and 8th grade will improve their mathematics performance in answering Open Response Items in Geometry, Measurement, and Data Analysis and Probability. Algebra: All students will improve their algebra performance in answering Open Response questions Language of Algebra, Linear Functions, and Non-Linear Functions. Geometry: All students will improve their Geometry performance in

answering open response questions Measurement and multiple choice questions Coordinate Geometry/Transformations.

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

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas from the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Development will be required to train teachers on project based learning that is part of the Common Core State Standards to prepare students to be college and career ready. Training will be provided for all special education teachers, to assist IEP students to help them score better on the ACTAAP. Action Type: Professional Development Action Type: Special Education	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	Waynetta Villines/Duane Barnard/Jeff Middleton	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

- Priority 2: To improve content, style (writing skills), and literary reading skills.
1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
 2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
 - 3.
- Supporting Data:

4.

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

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

Intervention: The staff at Jasper High School will be trained to address and target the deficit areas on the ACTAAP tests.				
Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase Accelerated Reader books and software designed to enhance literacy skills into the curriculum for 7th and 8th grades. This purchase 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: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1: To improve math procedures and problem solving skills.

1. **NEEDS ASSESSMENT:** We have formed a school ACSIP Leadership Team and meet monthly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan. The group analyzed test results from the following exams: Augmented Benchmark 2010-12. We have examined the results of all students and TAGG. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We recognize there are achievement gaps

Supporting Data:

between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.

2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%

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

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Setting aside funds for supplemental math classroom materials and supplies. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Collaboration Action Type: Technology Inclusion	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. WE work with the state universities in the placement of their best teacher candidates in our school. Action Type: Equity	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$0

Priority 2: To improve content, style (writing skills), and literary reading skills.

1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
- 3.
- 4.

Supporting Data:

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

Benchmark Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All high school students will have access to a high school computer lab to work on supplemental literacy skills at a minimum of once a week Action Type: AIP/IRI Action Type: Technology Inclusion	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Purchase Accelerated Reader books and software designed to enhance literacy skills into the curriculum for 7th and 8th	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & \$1000.00 Supplies:

<p>grades. This purchase 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.</p> <p>Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				<p>ACTION BUDGET: \$1000</p>
<p>Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds.</p> <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers School Library 	<p>Title I - Purchased Services: \$800.00</p> <hr/> <p>ACTION BUDGET: \$800</p>
<p>Setting aside funds for Renaissance Place web based Accelerated Reader/Star Reading license renewal. This purchase is supplemental to programs already implemented with state and local funds.</p> <p>Action Type: Technology Inclusion</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments Teaching Aids 	<p>Title I - Purchased Services: \$1755.00</p> <hr/> <p>ACTION BUDGET: \$1755</p>
<p>Setting aside funds to support the Arkansas Works Initiative Career Coach. These costs include Career Coaches' expenses (Travel, Training, Communications and Supplies only) and ACT Academy. This program is supplemental to those already provided by state and local funds.</p> <p>Action Type: Technology Inclusion</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Purchased Services: \$5634.00</p> <hr/> <p>ACTION BUDGET: \$5634</p>
<p>Setting aside funds to purchase 64 computers @ \$990 for a supplemental computer lab to address the areas of content and style, multiple choice writing, and in answering open response</p>	Jeff Cantrell	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Materials & Supplies: \$5669.00</p> <p>NSLA (State- \$67488.91</p>

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				281) - Materials & Supplies: <hr/> ACTION \$73157.91 BUDGET:
Setting aside Title 6A funds to be used like Title 2D for the purchase of the Microsoft Enrollment for Education Solutions (EES). This provides Microsoft software services and virus protection under a single agreement. These services are supplemental to those already provided with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014		Title VI State - \$1020.00 Purchased Services: <hr/> ACTION \$1020 BUDGET:
Total Budget:				\$83366.91

Action Type: Title I Schoolwide

- Priority 1: To improve math procedures and problem solving skills.
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 2. 1. We currently have two groups: all students and the TAGG group. After studying Mathematics, our weakest area is in Open Response. 2. CRITERION REFERENCED CRT (ACTAAP) Three Year Performance: All Students # Attempted-412 Percentage-73.06 2013 AMO-72.23 TAGG-300/69.67/68.08 Three Year Growth: # Applicable-208 Percentage-68.27 2013 AMO-65.96 TAGG-159/63.52/60.07 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--97.65% 2010--98.2%
- Supporting Data:

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

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. Research Basis for Catchup Math Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that (1) differentiated instructional software raises student scores for underachieving students, (2) multi-modal presentation of lesson material enhances learning, and (3) providing worked-out solutions develops problem solving skills.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>ALIGNMENT: Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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, technology, and child maltreatment. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and Para pros are all included in the design and implementation of our professional development plan. We survey our teachers after each Professional Development activity and use the results to make planning decisions about PD, in our building. Individual Teacher Professional Development Plans are developed using student data and classroom observations and all our faculty</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>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>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. WE work with the state universities in the placement of their best teacher candidates in our school. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Waynetta Villines/Duane Barnard/Jeff Middleton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: We ensure that all students experience a rigorous curriculum that is aligned to the Common Core State Standards. We offer the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stakes Exams: Each student scoring below proficient has an AIP created with the</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

involvement of parents, teachers and counselors. Parents are required to sign off on the AIP's. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide				
Setting aside funds to purchase the CatchUp Math program. A supplemental math program to help at-risk students enhance math skills. This program is supplemental to others currently provided by state and local. Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$500.00 Services: <hr/> ACTION BUDGET: \$500
Total Budget:				\$500

- Priority 2: To improve content, style (writing skills), and literary reading skills.
1. NEEDS ASSESSMENT: Jasper High School consistently scores lower in the area of open response. Jasper High School students in the economically disadvantaged group consistently score lower than the combined population. Jasper High School consistently scores lower in Reading: Content Passage and Writing: Content and Style Domain.
 2. 1. We currently have two groups: all students and the TAGG group. The subgroup Economically Disadvantaged scored only 4 percentage points below the combined population. After studying the Literacy CRT data, our weakest areas are in the domains of Content and Style. 2. CRITERION REFERENCED TEST (ACTAAP) Three Year Performance All Students: # Attempted-339 Percentage-76.70 2013 AMO-73.73 TAGG: 246/72.76/67.78 Three Year Growth All students: # Applicable-209 Percentage-79.90 2013 AMO-76.53 TAGG: 160/76.88/72.23 3. GRADUATION RATE: 2012--97.44% 2011--84.78% 2010--90.19% ATTENDANCE RATE: 2013--98.29% 2012--96.75% 2010--98.2%
 - 3.
 - 4.
- Supporting Data:
- Goal: All high School students will improve their performance in writing abilities in the areas of content, style, and multiple choice writing and in answering open response questions in literary, content, and practical reading passages.
- Benchmark: Jasper High School is classified as an Achieving School in literacy by meeting standards in both performance and growth as calculated by the ESEA Waiver. JHS achieved this by meeting the 2013 AMO (Annual Measureable Objectives) in both categories as compared to the 2011 baseline data. The All Students category was 79.80 and the TAGG was 80.52. The 2013 AMO were 73.73 and 67.78, respectively. The 2014 AMO is 76.35 for all students and 71.00 for TAGG.

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

Scientific Based Research: Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Purchase Accelerated Reader books and software designed to enhance literacy skills into the curriculum for 7th and 8th grades. This purchase 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.</p> <p>Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
<p>Hire .29 FTE highly qualified computer lab aide, Thelma Pruitt, to administer the computer lab for student use in grades 7-8. This employment is supplemental to the program already implemented with state or local funds. Evaluation will be determined by by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers 	Title I - Employee Salaries: \$6693.00 Title I - Employee Benefits: \$1950.00 <hr/> ACTION BUDGET: \$8643
<p>Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds.</p> <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jeff Cantrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library 	Title I - Purchased Services: \$800.00 <hr/> ACTION BUDGET: \$800

<p>Hire .21 FTE highly qualified teacher to provide instruction for Alternative Learning Students. This employment is supplemental to the program already implemented with state or local funds. Also setting aside funds to provide supplemental classroom materials and supplies for teachers or students. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds for to purchase supplemental literacy supplies for classroom use. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>Title I - Materials & Supplies: \$498.80</p> <hr/> <p>ACTION BUDGET: \$498.8</p>
<p>ALIGNMENT: Our entire faculty is licensed in the areas they teach. All of our Para Pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>

Setting aside funds to purchase Soday Reading. A supplemental reading program. This program will be utilized to supplement reading skills with struggling readers. Action Type: Title I Schoolwide	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$2200.00 Services: <hr/> ACTION BUDGET: \$2200
Total Budget:				\$16141.8

Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and pyhsical activity.

1. 1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
2. Body Mass Classifications 2010-11:
3. 52 males, 53.8% Healthy or Underweight, 46.2% Overweight or Obese. 30 females,
4. 70% Healthy or Underweight, 30% Overweight or Obese.
5. Body Mass Classifications 2009-10:
6. 31 Males, 45.2% Healthy or Underweight, 54.8% Overweight or Obese. 31 Females
7. 66.7% Healthy or underweight, 33.3% overweight or obese.
- 8.
9. Body Mass Classifications 2008-09:
10. 54 Males, 53.7% Healthy or Underweight, 46.3% Overweight or Obese.
- 11.
12. Body Mass Index Data SY 2007-08: Of the 247
13. student population, 155 students were assessed. Of the students assessed, the
14. following represents the percent of students at risk of overweight and
15. overweight:
16. High School: Males-52.3%, Females-37.7%
- 17.
- 18.
19. 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 54% Health Education - Module 2 - REQUIRED 73% Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 31% School Health Services - Module 5 - OPTIONAL School Counseling, Psychological, and Social Service - Module 6 - OPTIONAL Health Promotion for Staff - Module 7 - OPTIONAL Family and Community Involvement - Module 8 - REQUIRED 61%
20. Free and Reduced Eligibility 2010-11:
21. 37% Paid, 15% Reduced, and 48% Free.
- 22.
23. Free and reduced Eligibility 2009-10:
24. 43% Paid, 14% Reduced, and 44% Free.
- 25.
26. Free and reduced Eligibility 2008-09:
27. 43% Paid, 12% Reduced, and 44% Free.
- 28.

Supporting Data:

- 29. Free and Reduced Price Meal Eligibility SY 2007-08:
High School- 50.0% paid,
- 30. 09.9% reduced, 40.1% free
- 31.
- 32.
- 33.
- 34. Newton County Unemployment Rate: 2008 – 5.1%;

Goal Jasper High School will provide support for students in making healthy lifestyle choices, help lower students body mass index (BMI), and provide access to the Wellness Center for students who are physically or emotionally ill.

Benchmark By the SY 2013-14 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

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
Jasper School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$

effectiveness. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
Jasper High School supports the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The schools Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Jasper High School supports making physical activity and healthy foods widely available in all areas of the school campus and encourages	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

<p>students to make healthy behavior choices outside the school.</p> <p>Action Type: Title I Schoolwide Action Type: Wellness</p>			<ul style="list-style-type: none"> • Teachers 	
<p>Jasper High School supports school staff exhibiting qualities of positive role models for healthy eating and physical activity.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Jasper High School will attempt to involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Jasper High School will support implementing a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Jasper High School will support teachers in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness				
Jasper High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Jasper High School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Action Type: Title I Target Assistance

There is no data for the Action type "Title I Target Assistance".

Action Type: Wellness

- Priority 3: It is the policy of Jasper High School to comply with all state and federal regulations relating to nutrition and physical activity.
- Supporting Data:
1. Jasper High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
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<p>Jasper High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Jasper High School supports the alignment and implementation of the current Arkansas Nutrition and Physical Education and Arkansas Activity Standards and Arkansas Curriculum Frameworks. Resources, professional</p>	Jeff Lewis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

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Total Budget:				\$0

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.

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Jasper High School supports school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Jeff Lewis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Jasper High School will attempt to involve parents in physical activity and nutrition education	Jeff Lewis	Start: 07/01/2013	<ul style="list-style-type: none"> Community Leaders 	

<p>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</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
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<p>Jasper High School will support teachers in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Jasper High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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: Title I Schoolwide Action Type: Wellness</p>				
<p>Jasper High School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Jeff Lewis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>