

School Plan

JESSIEVILLE HIGH SCHOOL
P.O. BOX 4, JESSIEVILLE, AR 71949

Arkansas Comprehensive School Improvement Plan

2011-2012

The mission of Jessieville High School is to provide a safe, cultivating environment where all students are exposed to opportunities demanding academic, societal, and extracurricular excellence in order to produce productive members of the society. We encourage all students to become independent, productive learners, effective communicators, team workers, real-world problem solvers and technologically proficient, respectful, responsible citizens. Our school commits itself to meeting and exceeding the preparation requirements for all students to reach the academic standards set by the state of Arkansas, post-secondary institutions, as well as the work force.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: MS

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Priority 1: To Improve Literacy

Goal: To increase all student achievement in reading, vocabulary, context and functional comprehension in a safe and drug free environment.

Goal: To improve the student's ability to comprehend written material.

Goal: To improve the student's ability to express themselves in writing.

Priority 2: To Improve Mathematics

Goal: All students will improve their performance on the open response items on the Algebra and Geometry End of Course Exams.

Goal: All students will improve multi-step problem solving, test taking skills, and ability to respond to open-ended questions.

Priority 3: Wellness

Goal: The Jessieville School District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: It is our goal to improve literacy achievement in all students, along with providing a safe and drug free environment.

1. 2011 Arkansas Adequate Yearly Progress: School Improvement Report Report Completed 08/17/2011 District and School Information District: JESSIEVILLE SCHOOL DISTRICT LEA: 2604 Superintendent: GEORGE FOSHEE Address: P. O. BOX 4 City: JESSIEVILLE, AR 71949 Phone: 501-984-5381 School: JESSIEVILLE HIGH SCHOOL LEA: 2604030 Principal: STEPHEN WRIGHT Address: P.O. BOX 4 County: GARLAND Phone: 501-984-5011 Overall School AYP Information 2011 AYP Status: Alert (A) Met Standards for Mathematics: YES Met Standards for Literacy: NO Met Standards for Graduation: YES Overall Math Status: MS Overall Literacy Status: A Overall Grad Status: MS Prior Year AYP Status: Achieving (Ach) AYP Group: 9 - 12 Grade Range: 9 -12 Minimum N*: 40 Met Graduation Target of 70%: YES Met Graduation Goal of 85%: YES Qtrs. 1-3 Average ADM: 278.66 Smart Accountability Index: 50% Number of Groups Met AYP: 3 Number of Groups 40: 6 Summary of Subgroup Adequate Yearly Progress for 2011 Math Literacy Math Literacy Met Status Met Safe Harbor Met Status Met Safe Harbor Met Growth Met Growth Combined Yes Yes No No Yes No African American NA NA NA NA NA NA Hispanic NA NA NA NA NA NA Caucasian Yes Yes No No Yes No Economically Disadvantaged Yes Yes No No Yes No LEP NA NA NA NA NA NA Students with a Disability NA NA NA NA NA NA Percent Tested Results for Overall and Subgroups Combined African American Caucasian Hispanic Economically Disadvantaged LEP Students with a Disability LITERACY YES YES YES YES YES NA NO MATH YES YES YES YES YES NA NO *Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations. Page 2 of 4 2011 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 08/17/2011 JESSIEVILLE HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45 Literacy AMO: 75.81 SUB-GROUP AYP STATUS 3-year 2008-2009 2009-2010 2010-2011 2008-2011 Math Lit Math Lit Math Lit Math Lit COMBINED POPULATION # Proficient 154 49 109 56 93 46 356 151 # Attempted 195 64 140 66 112 68 447 198 % Proficient 79 76.6 77.9 84.8 83 67.6 79.6 76.3 AYP Status MS MS MS MS MS A MS MS AFRICAN-AMERICAN POPULATION # Proficient 3 0 1 1 1 1 5 2 # Attempted 4 0 4 1 2 2 10 3 % Proficient 75 NA 25 100 50 50 50 66.7 AYP Status NA NA NA NA NA NA NA NA NA HISPANIC POPULATION # Proficient 9 5 8 2 5 3 22 10 # Attempted 9 6 10 2 5 3 24 11 % Proficient 100 83.3 80 100 100 100 91.7 90.9 AYP Status NA NA NA NA NA NA NA NA

CAUCASIAN POPULATION # Proficient 139 43 97 51 82 38 318 132 # Attempted 179 57 123 61 100
 58 402 176 % Proficient 77.7 75.4 78.9 83.6 82 65.5 79.1 75 AYP Status MS MS MS MS MS A MS A
 ECONOMICALLY DISADVANTAGED POPULATION # Proficient 68 24 56 20 52 27 176 71 # Attempted
 99 33 77 26 67 42 243 101 % Proficient 68.7 72.7 72.7 76.9 77.6 64.3 72.4 70.3 AYP Status MS NA
 MS NA MS A MS A LIMITED ENGLISH PROFICIENT POPULATION # Proficient 0 0 0 0 0 0 0 #
 Attempted 0 0 0 0 0 0 0 % Proficient NA NA NA NA NA NA 0 0 AYP Status NA NA NA NA NA NA NA
 NA STUDENTS WITH DISABILITIES # Proficient 8 0 8 1 9 5 25 6 # Attempted 28 5 26 5 14 14 68 24
 % Proficient 28.6 0 30.8 20 64.3 35.7 36.8 25 AYP Status NA NA NA NA NA NA A NA Page 3 of 4 2011
 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT
 Report Completed: 08/17/2011 JESSIEVILLE HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45
 Literacy AMO: 75.81 In order to be eligible for Safe Harbor (SH), eligibility must be met for: Percent
 Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11 COMBINED POPULATION Math
 Eligible? Literacy Eligible? Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11 YES
 NO(-17.2) 2010-2011 AYP STATUS MS (SH) A AFRICAN-AMERICAN POPULATION Percent Tested YES
 YES Graduation Rate YES YES Prof. Change 10-11 YES NO(-50.0) 2010-2011 AYP STATUS NA NA
 HISPANIC POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11 YES NO(
 0.0) 2010-2011 AYP STATUS NA NA CAUCASIAN POPULATION Percent Tested YES YES Graduation
 Rate YES YES Prof. Change 10-11 YES NO(-18.1) 2010-2011 AYP STATUS MS (SH) A ECONOMICALLY
 DISADVANTAGED POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11
 YES NO(-12.6) 2010-2011 AYP STATUS MS (SH) A LIMITED ENGLISH PROFICIENT POPULATION
 Percent Tested NA NA Graduation Rate YES YES Prof. Change 10-11 NA NA 2010-2011 AYP STATUS NA
 NA STUDENTS WITH DISABILITIES Percent Tested NO(94%) NO(93%) Graduation Rate YES YES Prof.
 Change 10-11 YES YES 2010-2011 AYP STATUS NA NA * (SH) indicates that Safe Harbor has been
 applied to status determination. Page 4 of 4 2011 Arkansas Adequate Yearly Progress: School
 Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 08/17/2011 JESSIEVILLE
 HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45 Literacy AMO: 75.81 SUBGROUP DETAILS FOR
 GROWTH USED IN AYP 2011 Math Number of Tests Attempted Number Prof.Adv 2011 Status Percent
 Prof.Adv 2011 Status** Number Students Not Prof. That Met Growth Percent Prof.Adv 2011 with
 Growth* Met Growth? Combined 112 93 83 NA 83 Yes Af.Amer. 2 1 50 NA 50 NA Hispanic 5 5 100 NA
 100 NA Caucasian 100 82 82 NA 82 Yes Econ.Dis. 67 52 77.6 NA 77.6 Yes LEP 0 0 NA NA NA NA
 Stud.Dis. 14 9 64.3 NA 64.3 NA Literacy Number of Tests Attempted Number Prof.Adv 2011 Status
 Percent Prof.Adv 2011 Status** Number Students Not Prof. That Met Growth*** Percent Prof.Adv
 2011 with Growth* Met Growth? Combined 68 46 67.6 NA 67.6 No Af.Amer. 2 1 50 NA 50 NA Hispanic
 3 3 100 NA 100 NA Caucasian 58 38 65.5 NA 65.5 No Econ.Dis. 42 27 64.3 NA 64.3 No LEP 0 0 NA NA
 NA NA Stud.Dis. 14 5 35.7 NA 35.7 NA *Note 1: The number of below proficient students who met
 their growth increment is added to the number of students proficient/advanced in the numerator of
 the percent proficient calculation for the growth step for AYP. **Note 2: The lower bound of a
 confidence interval is applied to the Status Percent Proficient/Advanced.The confidence interval is not
 applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status
 and not meet AMO with growth due to the application of the confidence interval. ***Note 3: For
 schools with grades 4-8 students NA indicates that no students who were below proficient met growth.
 For schools with grades 9-12 students NA indicates that the growth model does not apply to these
 grade levels. ATTENDANCE DATA Qtr 1 Qtr 2 Qtr 3 Average Average Daily Attendance: 282.88 277.48
 275.62 278.66 Average Daily Membership: 282.88 277.48 275.62 278.66 2010 Arkansas Adequate
 Yearly Progress: School Improvement Report Report Completed 09/17/2010 District and School
 Information District: JESSIEVILLE SCHOOL DISTRICT LEA: 2604 Superintendent: GEORGE FOSHEE
 Address: P. O. BOX 4 City: JESSIEVILLE, AR 71949 Phone: (501)984-5381 School: JESSIEVILLE HIGH
 SCHOOL LEA: 2604030 Principal: STEPHEN WRIGHT Address: P.O. BOX 4 County: GARLAND Phone:
 501-984-5011 Overall School AYP Information 2010 AYP Status: Achieving (Ach) Met Standards for
 Mathematics: YES Met Standards for Literacy: YES Met Standards for Graduation: YES Overall Math
 Status: MS Overall Literacy Status: MS Overall Grad Status: MS Prior Year AYP Status: Achieving
 (Ach) AYP Group: 9 - 12 Grade Range: 9 -12 Minimum N*: 40 Met Graduation Target of 70%: YES Met
 Graduation Goal of 85%: YES Qtrs. 1-3 Average ADM: 303.97 Smart Accountability Index: 100%
 Number of Groups Met AYP: 5 Number of Groups ³ 40: 5 Summary of Subgroup Adequate Yearly
 Progress for 2010 Math Literacy Math Literacy Met Status Met Safe Harbor Met Status Met Safe Harbor
 Met Growth Met Growth Combined Yes No Yes Yes Yes Yes Af.Amer. NA NA NA NA NA NA Hispanic NA
 NA NA NA NA NA Caucasian Yes No Yes Yes Yes Yes Econ.Dis. Yes Yes NA NA Yes NA LEP NA NA NA NA
 NA NA Stud.Dis. NA NA NA NA NA NA Percent Tested Results for Overall and Subgroups Combined
 Af.Amer. Caucasian Hispanic Econ.Dis. LEP Stud.Dis. LITERACY YES YES YES YES YES NA YES MATH
 YES YES YES YES YES NA NO *Note: Minimum N is the minimum number of non-mobile students that
 a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.
 Page 2 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE
 SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving
 (Ach) Math AMO: 64.6 Literacy AMO: 67.75 SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY
 DETERMINATION 3-year 2007-2008 2008-2009 2009-2010 2007-2010 Math Lit Math Lit Math Lit Math
 Lit COMBINED POPULATION # Proficient 109 44 154 49 109 56 372 149 # Attempted 127 66 195 64
 140 66 462 196 % Proficient 85.8 66.7 79 76.6 77.9 84.8 80.5 76 AYP Status MS MS MS MS MS MS
 MS MS AFRICAN-AMERICAN POPULATION # Proficient 1 0 3 0 1 1 5 1 # Attempted 1 0 4 0 4 1 9 1 %
 Proficient 100 NA 75 NA 25 100 55.6 100 AYP Status NA NA NA NA NA NA NA NA HISPANIC
 POPULATION # Proficient 2 0 9 5 8 2 19 7 # Attempted 4 0 9 6 10 2 23 8 % Proficient 50 NA 100

Supporting Data:

83.3 80 100 82.6 87.5 AYP Status NA NA NA NA NA NA NA NA NA NA CAUCASIAN POPULATION # Proficient 102 44 139 43 97 51 338 138 # Attempted 118 66 179 57 123 61 420 184 % Proficient 86.4 66.7 77.7 75.4 78.9 83.6 80.5 75 AYP Status MS MS MS MS MS MS MS MS ECONOMICALLY DISADVANTAGED POPULATION # Proficient 41 14 68 24 56 20 165 58 # Attempted 50 28 99 33 77 26 226 87 % Proficient 82 50 68.7 72.7 72.7 76.9 73 66.7 AYP Status MS NA MS NA MS NA MS MS LIMITED ENGLISH PROFICIENT POPULATION # Proficient 0 0 0 0 0 0 0 # Attempted 1 0 0 0 0 1 0 % Proficient 0 NA NA NA NA NA 0 0 AYP Status NA NA NA NA NA NA NA NA STUDENTS WITH DISABILITIES # Proficient 5 4 8 0 8 1 21 5 # Attempted 8 9 28 5 26 5 62 19 % Proficient 62.5 44.4 28.6 0 30.8 20 33.9 26.3 AYP Status NA NA NA NA NA NA A NA Page 3 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving (Ach) Math AMO: 64.6 Literacy AMO: 67.75 In order to be eligible for Safe Harbor (SH), eligibility must be met for: Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 09-10 COMBINED POPULATION Math Eligible? Literacy Eligible? Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-1.10) YES 2009-2010 AYP STATUS MS MS (SH) AFRICAN-AMERICAN POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-50.0) NA 2009-2010 AYP STATUS NA NA HISPANIC POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-20.0) YES 2009-2010 AYP STATUS NA NA CAUCASIAN POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(1.20) YES 2009-2010 AYP STATUS MS MS (SH) ECONOMICALLY DISADVANTAGED POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 YES YES 2009-2010 AYP STATUS MS (SH) NA LIMITED ENGLISH PROFICIENT POPULATION Percent Tested NA NA Graduation Rate YES YES Prof. Change 09-10 NA NA 2009-2010 AYP STATUS NA NA STUDENTS WITH DISABILITIES Percent Tested NO(90%) YES Graduation Rate YES YES Prof. Change 09-10 NO(2.20) YES 2009-2010 AYP STATUS NA NA * (SH) indicates that Safe Harbor has been applied to status determination. Page 4 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving (Ach) Math AMO: 64.6 Literacy AMO: 67.75 SUBGROUP DETAILS FOR GROWTH USED IN AYP 2010 Math Number of Tests Attempted Number Prof.Adv 2010 Status Percent Prof.Adv 2010 Status** Number Students Not Prof. That Met Growth Percent Prof.Adv 2010 with Growth* Met Growth? Combined 140 109 77.9 NA 77.9 Yes Af.Amer. 4 1 25 NA 25 NA Hispanic 10 8 80 NA 80 NA Caucasian 123 97 78.9 NA 78.9 Yes Econ.Dis. 77 56 72.7 NA 72.7 Yes LEP 0 0 NA NA NA NA Stud.Dis. 26 8 30.8 NA 30.8 NA Literacy Number of Tests Attempted Number Prof.Adv 2010 Status Percent Prof.Adv 2010 Status** Number Students Not Prof. That Met Growth*** Percent Prof.Adv 2010 with Growth* Met Growth? Combined 66 56 84.8 NA 84.8 Yes Af.Amer. 1 1 100 NA 100 NA Hispanic 2 2 100 NA 100 NA Caucasian 61 51 83.6 NA 83.6 Yes Econ.Dis. 26 20 76.9 NA 76.9 NA LEP 0 0 NA NA NA NA Stud.Dis. 5 1 20 NA 20 NA *Note 1: The number of below proficient students who met their growth increment are added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP. **Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval. ***Note 3: For schools with grades 4-8 students NA indicates that no students that were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels. ATTENDANCE DATA Qtr 1 Qtr 2 Qtr 3 Average Average Daily Attendance: 308.76 304.90 298.26 303.97 Average Daily Membership: 308.76 304.90 298.26 303.97

2. ACT 2011: After review of the ACT results for Jessieville High School, our committee believes that we are preparing our students well in all academic areas. 52 Jessiville students took the ACT. The average score was 22.5% verses the state average of 19.6%. 29% of our studnets meet the requirements of all 4 subjects on the ACT. ACT 2010: After review of the English data, the results indicate that in 2008 those students who took the ACT scored an average of 21.0 on the English section compared to the state average of 20.1. In the Reading section, Jessieville scored an average of 20.6, while the state average was 20.6. Science scores show Jessieville students scored an average of 19.5 compared to the state average of 20.2. Overall, Jessieville's composite ACT score for the 2010 school year was 20.2 compared to the state average of 20.3 Our district tested 52 students. Our committee believes that we are preparing our students well in these academic areas.
- 3.

Goal To increase all student achievement in reading, vocabulary, context and functional comprehension in a safe and drug free environment.

Benchmark To meet the Arkansas Department of Education's adequate yearly progress for 2011-2012, we will meet the 68% proficiency level for grades 9-12 or we will attain Safe Harbor status by meeting the 95% of students tested, meet the attendance criteria, and decrease by 10% the number of students scoring below proficiency on the EOC Exam.

Intervention: Improve functional reading comprehension by emphasizing vocabulary context instruction through curriculum analysis, alignment, and implementation.

Scientific Based Research: Liebling, Cheryl R. (1997). "Achieving Standards-based Curriculum Alignment Through Mindful Teaching." 1-31. Ediger, Marlow. (1999). "Reading and Vocabulary Development." Journal of Instructional Psychology, 7-15. Brynildssen, Shawna. (200). "Vocabulary's Influence on Successful Writing." Eric Digest, 1-4.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Multimedia will be utilized to improve reading comprehension. Action Type: Collaboration Action Type: Technology Inclusion</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> ACTION BUDGET: \$
<p>Develop an improvement plan for students with low reading achievement based upon test results. Provide a focus teacher in literacy with a FTE of .50 to provide instruction for students not scoring proficient or advanced on E of C or Literacy & Benchmark exams. Retention for failure to participate in the Academic Improvement Plan- School districts shall notify parents, guardians or caregivers of remediation requirements and retention consequences for failure to participate in the required remediation. This information shall be included in the student handbook. Beginning with the 2006-2007 school year, students in Grades three through eight, identified for an AIP who do not participate in the remediation program shall be retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan. Remedial instruction provided during high school years (Grades 6- 12) may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation. Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained. Students not proficient on the End-of-Course test or on the high school Literacy test, shall participate in a remediation program to receive credit for the corresponding course. Beginning with the 2009-2010 school year, students who fail to meet the pass rate on the end-of-course assessments shall not receive credit for the course until at least one of the following conditions are met. Any student failing to meet one of these conditions shall not be entitled to graduate with a high school diploma from an Arkansas high school or charter school. The student is identified as meeting a satisfactory pass level on a subsequent end-of-course assessment. No student that is identified as having failed to meet the satisfactory pass levels on an initial end-of-course assessment shall be entitled to take more than three (3) additional subsequent end-of-course assessments. ADE will determine annually the schedule for administration of additional assessments. Prior to a student taking additional end-of-course assessments, the student shall be given a sufficient opportunity and time for remediation. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
<p>All secondary teachers will collect data and prepare mapping for their subject area to be consolidated in a planned alignment of the operational curriculum with the Frameworks and criterion-referenced test within the school improvement plan.</p>	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration			<ul style="list-style-type: none"> Performance Assessments 	
English department teachers and administration will identify content duplication and gaps between educational levels. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Secondary students will engage in computer-based reading activities with high interest content. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Remedial reading program will be evaluated using our Skills Tutor Program as a pre-test/post-test each semester to determine outcomes and to make recommendations for improvement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Content teachers will be encouraged to prompt students to paraphrase content of course material for comprehension. Action Type: Collaboration	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Set up and implement peer tutoring using students who have shown mastery of content comprehension of material. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
English department teachers and administration will analyze current curriculum implementation and coordinate a curriculum alignment committee between education levels. Action Type: Alignment Action Type: Collaboration	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Parents will be notified of student's literacy benchmark test results and will be informed of their child's need for remediation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Karen Fisher/Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Teachers will incorporate differentiated instruction strategies, appropriate tools and support across the curriculum, in order to provide alternative ways for students (with and without disabilities) to receive information and express their knowledge and to ensure students are placed in their least restrictive environment. Professional development training will be provided by a special supervisor as needed. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The school will designate a certified staff person to serve as a parent facilitator in order to organize training for staff and parents and to undertake efforts to ensure that parental participation is	Steve Wright, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

<p>recognized as an asset to the school Action Type: Equity Action Type: Parental Engagement</p>				
<p>JESSIEVILLE SCHOOL DISTRICT SCHOOL BOARD POLICY FOR PROFESSIONAL DEVELOPMENT 4.31 PROFESSIONAL DEVELOPMENT means a coordinated set of planned learning activities for teachers and administrators which are standards-based and continuous. Professional development shall result in individual, school-wide, and system-wide improvement designed to insure that all students demonstrate proficiency on state academic standards. Approved professional development shall be linked to the school's improvement plan, demonstrate research-based best practice, and be subject-specific and site-specific as often as possible. Approval of professional development hours shall be based on the requirements within the Arkansas State Department of Education rules and regulations, State Board of Education priorities, student achievement data, and the school improvement plan. In keeping with the above Arkansas State Department guidelines, opportunities for professional development shall be provided for the staff which will meet state, district, and school goals. All approved professional development activities shall relate to the following areas; P-12 content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; instructional technology; principles of learning/development stages; cognitive research; and building a collaborative learning community. Up to twelve (12) hours of professional development credit may be earned by certified personnel for time required at the beginning of each school year to plan and prepare a curriculum and other instructional material for their assigned classes if the time is: 1) spent in his or her classroom, office, or media center at the public school; and 2) prior to the first student-teacher interaction day of the school year. The following can count toward the 12 hours: 1) Grade level and/or vertical team planning to integrate subject areas, 2) team work to analyze student data, 3) team work to develop academic improvement plans (AIP) or individual education plans (IEP), 4) developing assessments for learning (formative assessments), 5) professional book studies, 6) developing student-centered units tied to the state academic standards and student learning expectations, 7) developing intervention strategies to support remediation, 8) developing and/or revising the ACSIP plan, 9) developing and/or revising curricula maps and and/or pacing skills, 10) pursuing study as noted in individual professional development plan. These cannot be counted: 1) making and putting up bulletin boards, 2) clerical work associated with documents such as ACSIP, AIP and IEP's, 3) administrative faculty or team administrative meetings. The Board recognizes the importance of maintaining, developing, and extending the skills of all professional staff members in accordance with State guidelines and shall provide the necessary funding and/or resources to establish and maintain a continuing professional development plan. The superintendent, director of instruction, and building principals shall administer professional development budgets to meet this need. (Certified staff members will provide their own</p>	<p>Steve Wright/Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

expenses for college courses.) A professional development committee, consisting of the director of instruction, two building level administrators, and a teacher representative from each building, shall develop plans to meet the district and individual school needs. Committee members serve three year terms and are selected by the staff of the building they represent. Committee representatives should demonstrate a proven commitment to professional development and should be able to offer insight and a vision for the building and district professional development plan. Characteristics of Effective Professional Development An effective professional development program which results in improved student learning includes, but is not limited to, the following characteristics; Adequate financial resources, space, and time to facilitate effectiveness; Collaboration with potential participants; Analysis of student performance data which identifies needs in each site's Arkansas Comprehensive School Improvement Plan, and/or certified employee's PIC= Professional Improvement Commitment Priorities identified in strategic planning documents and needs identified by emerging education issues; Performance evaluations of staff both to enhance strong performance and to address weaknesses; Research-based best practice, subject-specific and site-specific as often as possible, and aligned with the Professional Development Standards established by the National Staff Development Council; Incorporation of the requirements of the State Board of Education relative to professional development activities for certified staff; Annual evaluation for its impact on student learning. Required Professional Development Hours As per State Board of Education regulations, all certified employees of Jessierville School District shall complete sixty (60) required, approved professional development hours each year, six (6) of which must be educational technology. Also, within the sixty (60) hours of required professional development, teachers will complete two (2) hours of parent involvement training and administrators will complete three (3) hours of parent involvement training (ACA 6-15-1703). For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership and fiscal management as developed or approved by the Arkansas Department of Education. The Jessierville School District shall provide two (2) hours of in-service training in Arkansas History each school year for its teachers who provide instruction in Arkansas History. (ACA 6-17-703 of 2005) A three hour graduate-level, college credit course counts as fifteen (15) hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the Department of Education as having critical shortage of teachers. No more than half of the required 60 hours of professional development time may be met through college credit hours. (See attached form) Participants in District-sponsored professional development workshops will have their hours recorded if they sign in at each session and remain in the session for the

designated time. Staff members who do not attend the full sessions designated on the District calendar for professional development must make up the time in order to earn the required 60 hours mandated by the Arkansas Department of Education. Principals of individual schools are charged with the development of procedures to account for full attendance at all sessions. Any excess professional development hours earned in a given year cannot be carried over to the next school year. A minimum of 60 hours devoted to professional development activities will be included in the Jessieville School District's annual calendar. In meeting the required 60 hours, certified employees may apply for approved, flexible professional development hours from the Dawson Education Service Cooperative or other approved professional development providers during the summer months, after school hours, or on weekends during the school's professional development calendar year beginning June 1 and ending May 31. The flexible professional development hours must be approved by the building principal in advance of the professional activity. A district and/or building administrator has the authority to require mandatory attendance at specific professional development activities. Federal Funds cannot be used to supplant the 60 required professional development hours by the State. Federal funds are to supplement this process. Approval of Professional Development Approval of professional development hours shall be based on the requirements within the ACTAAP State Rules, Board priorities, student achievement data, and local ACSIP plans. Improvement of student achievement shall be the prerequisite goal of all approved professional development. School administrators will be responsible for approving professional development hours. The participant is responsible for obtaining and submitting the necessary documentation of professional development hours to the building principal for documentation and recording purposes. Approved professional development activities, which occur during the instructional day or outside the employee's annual contract days, may apply toward the 60-hour minimum professional development requirement. However, this shall not diminish the 190-day requirement for an annual contract. PIC = Professional Improvement Commitment Each certified staff member must complete annually, in collaboration with his or her supervisor, an IIP = Individual Improvement Plan or PIC= Professional Improvement Commitment for professional development that is an outgrowth of the employee's performance evaluation. Such forms will be provided by the School District. Use of the School Day for Professional Development To the extent possible, professional development activities should be conducted outside the school day in order to preserve the integrity of the instructional program. Stipends The District or the Dawson Education Service Cooperative may pay stipends to teachers for participation in high priority professional development activities that occur outside contractual times, i.e., after-school, Saturdays, or summer days. Tuition Reimbursement The District may make available tuition reimbursement programs for teachers to become certified or endorsed in areas where there are shortages and/or to meet other District priorities, e.g., English as a Second

Language endorsement, Gifted/Talented endorsement, or Educational Technology Teachers who receive prior approval to participate in such programs will be reimbursed only for tuition for university courses. National Board for Professional Teaching Standards Certification Teachers are encouraged to participate in the certification process established by the National Board for Professional Teaching Standards. The school district will annually provide to principals copies of the Arkansas Department of Education Regulations Governing Incentives for National Board for Professional Teaching Standards for dissemination to teachers and will provide appropriate District-level support to those teachers seeking certification. The Jessieville School District recognizes the AEA Conference and the Arkansas Conference on Teaching for professional development. Staff members who choose to participate must give written notice 30 days prior to workshop dates. Pathwise/Induction Program for Beginning Teachers The school district will administer an Induction Program for Beginning Teachers. Arkansas Comprehensive School Improvement Plan (ACSIP) Each school must include in ACSIP reporting a professional development plan designed to build the capacity of the staff to achieve the plan's goals and objectives. Teachers, administrators, and classified school employees shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan. The evaluation results shall be given to each group of employees in the school district and used to improve professional development offerings. Monitoring and Evaluation Regular monitoring activities of the professional development requirements shall occur when the Standards Assurance unit directly monitors the school and when the School Improvement Planning unit directly assists the school in ACSIP. The criterion for evaluating the impact of professional development shall be the improvement by student achievement on the state criterion-referenced assessments and other related indicators as defined by ACTAAP. These data shall be used to revise ACSIP and the professional development design associated with the local improvement plan.

DEFINITIONS

Advocacy/Leadership: means building the capacity for shared visions and system improvement in order to improve student learning.

Assessment: means measuring and judging student performance and achievement relative to the learning standards.

Building a Collaborative Learning Community: means understanding community, sensitivity, diversity, and effective communication of high expectations.

Cognitive Research: means research about learning and application to practice.

Content (P-12): means increasing knowledge in a discipline or domain.

Instructional Strategies: means a technique or method for teaching students.

Educational Technology: means the use of any technology to enhance instruction, learning and management.

Mentoring/Coaching: means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.

National Board Certification: is a demonstration of teaching practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. Offered on a voluntary basis to teachers with at least three years of teaching experience, the

system of National Board Certification complements, but does not replace, state licensing. Principles of Learning/Development Stages: means understanding and applying knowledge about how humans learn from birth through adulthood in order to maximize achievement. Professional Development: means a coordinated set of planned learning activities for teachers and administrators which are standards-based and continuous. Professional development will result in individual, school-wide, and system-wide improvement designed to insure that all students demonstrate proficiency on the state academic standards. Approved professional development will be linked to the school's improvement plan, demonstrate research-based best practice, and be subject-specific and site-specific as often as possible. Professional Development Flex Day or Flex Hours: means prior approved flex day or flex hours earned in lieu of or substituted for activities scheduled on the school district's professional development calendar. Standards, Frameworks, and Curriculum Alignment: means defining what students should know and be able to do at acceptable performance levels and organizing curriculum and instruction to bring about desired learning results. Supervision: means gaining knowledge and skills in instructional management in order to improve the quality of staff members and staff performance. Systemic Change Process: means understanding changes across an entire system such as culture, governance, community, roles, rules, responsibility, etc., to improve the education results and increase student achievement. Legal Reference: ACA: 6-15-704; ACA 6-17-701 to ACA 6-17-703; ACA 6-15-703. ACT 1185 of 2005 Cross Reference: Arkansas Department of Education Regulations Governing Professional Development; National Staff Development Council's Standards for Professional Development revised, "Advancing Student Learning Through Professional Development"; ADE Regulations Governing Financial Incentive for National Board of Professional Teaching Standards. Action Type: Professional Development

Personnel from Jessieville High School will attend the conference "High Schools That Work." SREB and an initial group of state partners launched High Schools That Work in 1987. This conference focuses on preparing students for careers and further education by improving curriculum and instruction in high schools and middle grades. Through the years, the work has taken on new dimensions as needs have arisen in the areas of middle grades education, transition from middle grades to high school, raising performance in low-performing and urban high schools, raising standards in career/technical education, and preparing new and emerging school leaders. Action Type: Professional Development

Each student is required to read 25 books a year. This will be incorporated into DEAR, "Drop Everything And Read." Students will also be required to write a reading log with it.

Remediate students in the DISCOVER after school program.

Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Debbie Oswald, director	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$

To address the deficiency is EOC Literacy scores, high school teachers are received more professional development opportunities to understand more about the Arkansas frameworks. More practice time is being offered for the teachers and we will continue to provide any additional services that are needed to improve test scores.	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
To address the deficiency is EOC Literacy scores, high school teachers are received more professional development opportunities to understand more about the Arkansas frameworks. More practice time is being offered for the teachers and we will continue to provide any additional services that are needed to improve test scores.	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The learning lab of 29 ipads will be utilized in all high school classrooms to improve test scores and comprehension of material. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Traci Robertson - technology	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Public Library • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve written response, expression and style by the implementation of standardized report writing across the curriculum.

Scientific Based Research: Hoskyn, Juanita j., Multicultural Reading and Thinking: A three Year Report 1989-92. McCarthy, Patricia et al. (1995). Guided Reading, Good First Teaching for all Children.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Holt, Rhinehart On-line program will be evaluated by examining the progress made using the program with the test results on the 11th grade literacy portion of the ACTAAP test. Academic Improvement Plans will be developed for children not scoring proficient on the ACTAAP test. Action Type: AIP/IRI Action Type: Program Evaluation	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
All core secondary teachers will be encouraged to have students research, organize, and write a report in each core area. Students will use standardized bibliographic format for all report writing. Students should be encouraged to use correct sentence construction and standard writing procedures in all areas of learning. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
All students will use media center and community resources for research obtaining to include multiple sources i.e. printed, internet, interviews. Action Type: Equity Action Type: Technology Inclusion	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Community Leaders • Computers • Public Library 	ACTION BUDGET: \$
Parents will be made aware that their child will be involved in writing a research paper and method required to complete assignment along with various other types of information relevant to their child's needs through the course requirement outline given to each student at the beginning of the year . Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • District Staff • Public Library • School Library • Teachers 	ACTION BUDGET: \$

Special education students will follow the frameworks and course outline for each class and learn how to write a research paper utilizing modifications of length, sources and bibliographic citations. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
English teachers will establish a standardized set of bibliographic citations and guidelines for report writing to be used throughout all curricula. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	ACTION BUDGET: \$
Students with special needs will utilize programs available with grammar and literature books which are online for student use and which have high interest, low ability target areas. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teaching Aids 	ACTION BUDGET: \$
Use daily grammar practice (Dawn Burnett).	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve student achievement in written response by including open-ended responses in all areas of curriculum.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue professional development for teaching open-ended response, content and style in all curriculum areas. Action Type: Professional Development	Jodie Wright/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
Each teacher will develop a bank of essay and/or open-ended response questions from which the teacher will choose at least one to be included on the student's semester test. Action Type: Collaboration Action Type: Program Evaluation	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
All certified staff members will continue to receive training in order to effectively participate in a Problem Solving/Consultation/Intervention Model. This approach will assist in determining appropriate pre-referral strategies and interventions for students who are not making the academic or behavioral progress needed in the regular education classroom and to ensure for least restrictive environment of special education students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy through use of parental involvement and volunteers from the community.

Scientific Based Research: Caplan, J. Fleming, R., Hall, G., and Lubin, S. (1996), "Literature Review of School-Family Partnerships". Miller, Cathy, (2002). "What Reading Research Says About Volunteer Tutoring".

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Parents will be informed at the beginning of each school year about grade level objectives during Open House and/or Orientation. They will be provided with Information Packets, which will contain a school handbook and various other types of information relevant to their child's needs. The school handbook contains policies ensuring parent participation and an inviting environment. School/Parent Compacts will be discussed at this time.</p> <p>Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Publish a notice in the local newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school.</p> <p>Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
<p>Parents are encouraged to participate as a full partner in the decisions that affect his or her child and family and acknowledge that parents play an integral role in assisting student learning. The Jessieville school district is committed to promoting parental involvement. Parents will be notified of parenting classes along with other activities that may promote responsible parenting. We will also frequently publish the school's process for resolving parental concerns.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Support the development, implementation, and regular evaluation of the parental involvement program to involve parents in the decisions and practices of the school district by supporting membership in out local PTO.</p> <p>Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Parent Involvement Meetings will be scheduled throughout the school year to help parents understand how they can help make a difference in their child's education.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Parent I.E.P. meetings are held at least annually to address specific weaknesses in literacy skills so parents may reinforce at home goals and objectives on student's I.E.P. throughout the year.</p> <p>Action Type: Parental Engagement</p>	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Teachers will work with Volunteer Coordinator to be aware of interests and availability of volunteers for the school. Parents/volunteers will be surveyed annually in order to solicit suggestions for program improvement, a Volunteer Resource Book, and ways in which the school can work with parents to achieve program objectives, as well as ways in which parents can volunteer at school.</p> <p>Action Type: Parental Engagement</p>	Jody Kidwell/Vol. Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
<p>Progress Reports will be sent to parents at the end of each grading period and a minimum of two conferences will be held a year. Parents will be recognized collectively in local newspapers for attending parent conferences.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>The school will designate a certified staff person to serve as a parent facilitator in order to organize training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school.</p> <p>Action Type: Parental Engagement</p>	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Certified staff members will receive two hours of professional development training related to parental involvement. District administrative personnel will receive three hours of professional development training related to parental involvement. Action Type: Parental Engagement	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents will be made aware of resources such as books and magazines located in our parent center and will be given the opportunity to borrow the materials for review. We will advertise the current selection in the school library. Action Type: Parental Engagement	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Seminars or parent involvement evenings will be scheduled to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Karen Fisher/H.S. Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Jessieville alumni association work to promote continued parental engagement of alumni. Action Type: Parental Engagement	Sandy Harper	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve the student's ability to comprehend written material.

Benchmark Writing and reading skills will meet the AYP (Adequate Yearly Progress) as set out by the ADE (Arkansas Department of Education).

Intervention: To improve reading comprehension with emphasis on teaching for transfer of reading skills and strategies to functional reading materials.				
Scientific Based Research: Holloway, John H.(October, 1999)Improving the Reading Skills of Adolescents. Educational Leadership, 57. and Lewis, Anne C. (Fall 1999). Getting Real About Middle School Reading. Reforming Middle Schools and School Systems Vol.3, No.2.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to work with pacing guides and will align new textbooks with them. Gaps will be identified and addressed. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Janis Bremer, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Maintain current classroom sets of the SRA Direct Instruction remedial reading program. Action Type: Special Education	Linda Dye/Special Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
Evaluate the practical/functional reading skills through the "benchmark" unit skills test provided in the adopted reading materials. Action Type: Collaboration Action Type: Program Evaluation	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Continue the implementation of the Accelerated Reader program. Action Type: Professional Development	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Continue the use of reference materials including software to improve reading skills. Action Type: Professional Development Action Type: Technology Inclusion	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office School Library 	ACTION BUDGET: \$
Establish a pre-referral team to determine	Karen	Start:		

appropriate pre-intervention modifications for at-risk students. Classroom teachers will receive a pre-referral packet with strategies that will assist students who are having academic difficulties. The team will provide in-service regarding how to implement the pre-referral strategies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Fisher/Counselor	07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement a Literacy Remediation program to identified students school wide. Action Type: Equity Action Type: Special Education	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Continue the accelerated reader program with emphasis on focusing attention on reading comprehension skills. We will supply new books and software assessments from the AR list. Action Type: Collaboration	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
A transition plan will be developed for each student with an IEP. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
DEAR (Drop Everything and Read)Program.	Kim Cozzi/teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The High School Media Specialist will sponsor a book club. Different books are chosen throughout the year for students to read and discuss.	Beth Stone/librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Public Library School Library Teachers 	ACTION BUDGET: \$
Teachers are encouraged to develop their own classroom library. They are also encouraged to create a summer reading list.	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve reading comprehension instruction through curriculum analysis and modifications. Compiled by Project: LEARN of Summit County.

Scientific Based Research: The Effect of Low Reading Skills on Society. www.projectlearnsummit.org.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue focusing on interventions to close the gender gap in reading scores. Action Type: Equity Action Type: Professional Development	Janis Bremer, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Provide more books in the school library of interest specifically to males. Action Type: Collaboration Action Type: Equity	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Consultation will be available to teachers of students with disabilities to provide help with appropriate modifications to insure that instructional levels are appropriate. Action Type: Collaboration Action Type: Special Education	Sherry Chandler-special education supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Add at least 2 books or magazines per year to	Beth	Start:		

professional library for teachers/administrators to include resources on closing the gender gap in academic performance. Action Type: Equity Action Type: Professional Development	Stone/Librarian	07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Identify students annually who did not score proficient or above; send letters home to parents notifying them of the fact that their child will be provided extra help for 1 class period per day for one 9 week period to help prepare them for the Benchmark. The data will also be used to develop an AIP as needed and to write modifications for identified students. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Karen Fisher/Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The effectiveness of the remediation plan will be reviewed annually using the Benchmark test scores. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will incorporate differentiated instructional strategies, appropriate tools and supports, across the curriculum, in order to provide alternative ways for students (with and without disabilities) to receive information and express their knowledge and to ensure students are placed in the Least Restrictive Environment. Action Type: Collaboration Action Type: Special Education	Sherry Chandler, Spec. Ed. Supv..	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Provide professional development for improvement of instruction utilizing the Dawson Cooperative. Jessieville has contracted with Dawson Cooperative for these professional development activities that include, but are not limited to, Smart Start Conferences, ELLA updates, Arkansas History Workshops for all K-12 teachers that teach AR. History, Writer's Workshops and Technology Workshops. Action Type: Equity Action Type: Professional Development	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve the student's ability to express themselves in writing.

Benchmark Beginning 2004 school year and each year thereafter writing skills will meet the AYP (Adequate Yearly Progress) as set by the ADE (Arkansas Department of Education).

Intervention: Improve writing with emphasis on writing open-ended responses.				
Scientific Based Research: Hoskyn, Janita J., Program Manager, Reading Program. Multicultural Reading and Thinking (McRat). (1995) Educational Programs That Work. http://www.ed.gov/pubs/EPTW/eptw10/eptw10k.html .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher and administrators will continue to attend workshops to learn to create open-ended response questions and to improve student's responses. Action Type: Professional Development	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
All students will be required to answer essay questions in all classes and in compliance with the special education IEP modifications. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Parents will be informed of student needs and progress through deficiency notices at mid nine weeks, which parents will return to teachers with	Karen Fisher/H.S. Counselor	Start: 07/01/2011 End:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION \$

responses. Action Type: Collaboration Action Type: Parental Engagement		06/30/2012	<ul style="list-style-type: none"> Teachers 	BUDGET:
Parents will be encouraged to attend meetings for information and feedback. Action Type: Collaboration Action Type: Parental Engagement	Karen Fisher/Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Identify students performing below proficient who will be eligible for tutoring services by qualified community volunteers using the benchmark criteria and teacher referrals. Action Type: Collaboration	Jody Kidwell/Vol. Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teaching Aids 	ACTION BUDGET: \$
Students will use various writing strategies such as narrative, descriptive, comparison/contrast, etc. to discuss character traits of individuals. Action Type: Collaboration Action Type: Equity Action Type: Special Education	K. Cozzi/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
E-mail addresses will be used to contact teachers if a parent has specific questions or concerns about their student concerning Benchmarks. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Provide developmental/remedial pull-out program to improve writing skills for identified students using qualified community volunteers and staff. Action Type: AIP/IRI Action Type: Collaboration	Jody Kidwell/Vol. Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Score student responses to open-ended questions and evaluate the effectiveness of the instruction to adjust instruction strategies quarterly. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Literacy team will meet to review and determine whether there is appropriate progression in teaching the writing styles. i.e. narrative, descriptive, explanatory, expository, comparison/contrast, and persuasive. Action Type: Collaboration Action Type: Program Evaluation	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Evaluate the practical/functional writing skills using the benchmark rubric for open-ended responses. Action Type: Program Evaluation	K. Cozzi/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Continue writing strategies geared to lower socio-economic students and students at risk. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Alena McNew/teacher	Start: 08/19/2011 End: 05/26/2012	<ul style="list-style-type: none"> Outside Consultants School Library 	ACTION BUDGET: \$
Classroom writing prompts will include at least 20% geared to male interests such as sports, hunting, Nascar, etc. Action Type: Equity	K. Cozzi/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve reading and writing skills with emphasis on content and style using technology.

Scientific Based Research: Hasselbring, Ted S., Goin, Laura, Taylor, Rose, Bottge, Brian, Daley, Patrick (November

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate the effectiveness of technology instruction and adjust the curriculum as necessary. Action Type: Program Evaluation	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students will be required to produce a research paper with emphasis on writing skills and technology skills. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Erin Radke/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Performance Assessments Public Library School Library Teachers 	ACTION BUDGET: \$
Use Holt On-Line essay grading to teach and evaluate writing in secondary school. Action Type: Program Evaluation Action Type: Technology Inclusion	Alena McNew/Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Performance Assessments School Library 	ACTION BUDGET: \$
Use an online program known as Focused Writing. Action Type: Technology Inclusion	Alena McNew/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: It is our goal for all students to improve multi-step problem solving, test taking skills, ability to respond to open-ended questions, along with providing a safe and drug free environment.

- 2011 Arkansas Adequate Yearly Progress: School Improvement Report Report Completed 08/17/2011 District and School Information District: JESSIEVILLE SCHOOL DISTRICT LEA: 2604 Superintendent: GEORGE FOSHEE Address: P. O. BOX 4 City: JESSIEVILLE, AR 71949 Phone: 501-984-5381 School: JESSIEVILLE HIGH SCHOOL LEA: 2604030 Principal: STEPHEN WRIGHT Address: P.O. BOX 4 County: GARLAND Phone: 501-984-5011 Overall School AYP Information 2011 AYP Status: Alert (A) Met Standards for Mathematics: YES Met Standards for Literacy: NO Met Standards for Graduation: YES Overall Math Status: MS Overall Literacy Status: A Overall Grad Status: MS Prior Year AYP Status: Achieving (Ach) AYP Group: 9 - 12 Grade Range: 9 -12 Minimum N*: 40 Met Graduation Target of 70%: YES Met Graduation Goal of 85%: YES Qtrs. 1-3 Average ADM: 278.66 Smart Accountability Index: 50% Number of Groups Met AYP: 3 Number of Groups 40: 6 Summary of Subgroup Adequate Yearly Progress for 2011 Math Literacy Math Literacy Met Status Met Safe Harbor Met Status Met Safe Harbor Met Growth Met Growth Combined Yes Yes No No Yes No African American NA NA NA NA NA NA Hispanic NA NA NA NA NA NA Caucasian Yes Yes No No Yes No Economically Disadvantaged Yes Yes No No Yes No LEP NA NA NA NA NA NA Students with a Disability NA NA NA NA NA NA Percent Tested Results for Overall and Subgroups Combined African American Caucasian Hispanic Economically Disadvantaged LEP Students with a Disability LITERACY YES YES YES YES YES NA NO MATH YES YES YES YES YES NA NO *Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations. Page 2 of 4 2011 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 08/17/2011 JESSIEVILLE HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45 Literacy AMO: 75.81 SUB-GROUP AYP STATUS 3-year 2008-2009 2009-2010 2010-2011 2008-2011 Math Lit Math Lit Math Lit Math Lit COMBINED POPULATION # Proficient 154 49 109 56 93 46 356 151 # Attempted 195 64 140 66 112 68 447 198 % Proficient 79 76.6 77.9 84.8 83 67.6 79.6 76.3 AYP Status MS MS MS MS MS A MS MS AFRICAN-AMERICAN POPULATION # Proficient 3 0 1 1 1 1 5 2 # Attempted 4 0 4 1 2 2 10 3 % Proficient 75 NA 25 100 50 50 66.7 AYP Status NA NA NA NA NA NA NA NA NA NA NA HISPANIC POPULATION # Proficient 9 5 8 2 5 3 22 10 # Attempted 9 6 10 2 5 3 24 11 % Proficient 100 83.3 80 100 100 100 91.7 90.9 AYP Status NA NA NA NA NA NA NA NA CAUCASIAN POPULATION # Proficient 139 43 97 51 82 38 318 132 # Attempted 179 57 123 61 100 58 402 176 % Proficient 77.7 75.4 78.9 83.6 82 65.5 79.1 75 AYP Status MS MS MS MS MS A MS A ECONOMICALLY DISADVANTAGED POPULATION # Proficient 68 24 56 20 52 27 176 71 # Attempted 99 33 77 26 67 42 243 101 % Proficient 68.7 72.7 72.7 76.9 77.6 64.3 72.4 70.3 AYP Status MS NA MS NA MS A MS A LIMITED ENGLISH PROFICIENT POPULATION # Proficient 0 0 0 0 0 0 0 0 # Attempted 0 0 0 0 0 0 0 0 % Proficient NA NA NA NA NA NA 0 0 AYP Status NA NA NA NA NA NA NA

NA STUDENTS WITH DISABILITIES # Proficient 8 0 8 1 9 5 25 6 # Attempted 285 26 5 14 14 68 24
 % Proficient 28.6 0 30.8 20 64.3 35.7 36.8 25 AYP Status NA NA NA NA NA NA A NA Page 3 of 4 2011
 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT
 Report Completed: 08/17/2011 JESSIEVILLE HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45
 Literacy AMO: 75.81 In order to be eligible for Safe Harbor (SH), eligibility must be met for: Percent
 Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11 COMBINED POPULATION Math
 Eligible? Literacy Eligible? Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11 YES
 NO(-17.2) 2010-2011 AYP STATUS MS (SH) A AFRICAN-AMERICAN POPULATION Percent Tested YES
 YES Graduation Rate YES YES Prof. Change 10-11 YES NO(-50.0) 2010-2011 AYP STATUS NA NA
 HISPANIC POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11 YES NO(
 0.0) 2010-2011 AYP STATUS NA NA CAUCASIAN POPULATION Percent Tested YES YES Graduation
 Rate YES YES Prof. Change 10-11 YES NO(-18.1) 2010-2011 AYP STATUS MS (SH) A ECONOMICALLY
 DISADVANTAGED POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 10-11
 YES NO(-12.6) 2010-2011 AYP STATUS MS (SH) A LIMITED ENGLISH PROFICIENT POPULATION
 Percent Tested NA NA Graduation Rate YES YES Prof. Change 10-11 NA NA 2010-2011 AYP STATUS NA
 NA STUDENTS WITH DISABILITIES Percent Tested NO(94%) NO(93%) Graduation Rate YES YES Prof.
 Change 10-11 YES YES 2010-2011 AYP STATUS NA NA * (SH) indicates that Safe Harbor has been
 applied to status determination. Page 4 of 4 2011 Arkansas Adequate Yearly Progress: School
 Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 08/17/2011 JESSIEVILLE
 HIGH SCHOOL AYP Status: Alert (A) Math AMO: 73.45 Literacy AMO: 75.81 SUBGROUP DETAILS FOR
 GROWTH USED IN AYP 2011 Math Number of Tests Attempted Number Prof.Adv 2011 Status Percent
 Prof.Adv 2011 Status** Number Students Not Prof. That Met Growth Percent Prof.Adv 2011 with
 Growth* Met Growth? Combined 112 93 83 NA 83 Yes Af.Amer. 2 1 50 NA 50 NA Hispanic 5 5 100 NA
 100 NA Caucasian 100 82 82 NA 82 Yes Econ.Dis. 67 52 77.6 NA 77.6 Yes LEP 0 0 NA NA NA NA
 Stud.Dis. 14 9 64.3 NA 64.3 NA Literacy Number of Tests Attempted Number Prof.Adv 2011 Status
 Percent Prof.Adv 2011 Status** Number Students Not Prof. That Met Growth*** Percent Prof.Adv
 2011 with Growth* Met Growth? Combined 68 46 67.6 NA 67.6 No Af.Amer. 2 1 50 NA 50 NA Hispanic
 3 3 100 NA 100 NA Caucasian 58 38 65.5 NA 65.5 No Econ.Dis. 42 27 64.3 NA 64.3 No LEP 0 0 NA NA
 NA NA Stud.Dis. 14 5 35.7 NA 35.7 NA *Note 1: The number of below proficient students who met
 their growth increment is added to the number of students proficient/advanced in the numerator of
 the percent proficient calculation for the growth step for AYP. **Note 2: The lower bound of a
 confidence interval is applied to the Status Percent Proficient/Advanced.The confidence interval is not
 applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status
 and not meet AMO with growth due to the application of the confidence interval. ***Note 3: For
 schools with grades 4-8 students NA indicates that no students who were below proficient met growth.
 For schools with grades 9-12 students NA indicates that the growth model does not apply to these
 grade levels. ATTENDANCE DATA Qtr 1 Qtr 2 Qtr 3 Average Average Daily Attendance: 282.88 277.48
 275.62 278.66 Average Daily Membership: 282.88 277.48 275.62 278.66 2010 Arkansas Adequate
 Yearly Progress: School Improvement Report Report Completed 09/17/2010 District and School
 Information District: JESSIEVILLE SCHOOL DISTRICT LEA: 2604 Superintendent: GEORGE FOSHEE
 Address: P. O. BOX 4 City: JESSIEVILLE, AR 71949 Phone: (501)984-5381 School: JESSIEVILLE HIGH
 SCHOOL LEA: 2604030 Principal: STEPHEN WRIGHT Address: P.O. BOX 4 County: GARLAND Phone:
 501-984-5011 Overall School AYP Information 2010 AYP Status: Achieving (Ach) Met Standards for
 Mathematics: YES Met Standards for Literacy: YES Met Standards for Graduation: YES Overall Math
 Status: MS Overall Literacy Status: MS Overall Grad Status: MS Prior Year AYP Status: Achieving
 (Ach) AYP Group: 9 - 12 Grade Range: 9 -12 Minimum N*: 40 Met Graduation Target of 70%: YES Met
 Graduation Goal of 85%: YES Qtrs. 1-3 Average ADM: 303.97 Smart Accountability Index: 100%
 Number of Groups Met AYP: 5 Number of Groups ³ 40: 5 Summary of Subgroup Adequate Yearly
 Progress for 2010 Math Literacy Math Literacy Met Status Met Safe Harbor Met Status Met Safe Harbor
 Met Growth Met Growth Combined Yes No Yes Yes Yes Yes Af.Amer. NA NA NA NA NA NA NA NA NA NA
 NA NA NA NA NA NA Caucasian Yes No Yes Yes Yes Yes Econ.Dis. Yes Yes NA NA Yes NA LEP NA NA NA NA
 NA NA Stud.Dis. NA NA NA NA NA NA Percent Tested Results for Overall and Subgroups Combined
 Af.Amer. Caucasian Hispanic Econ.Dis. LEP Stud.Dis. LITERACY YES YES YES YES YES NA YES MATH
 YES YES YES YES YES NA NO *Note: Minimum N is the minimum number of non-mobile students that
 a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.
 Page 2 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE
 SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving
 (Ach) Math AMO: 64.6 Literacy AMO: 67.75 SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY
 DETERMINATION 3-year 2007-2008 2008-2009 2009-2010 2007-2010 Math Lit Math Lit Math Lit Math
 Lit COMBINED POPULATION # Proficient 109 44 154 49 109 56 372 149 # Attempted 127 66 195 64
 140 66 462 196 % Proficient 85.8 66.7 79 76.6 77.9 84.8 80.5 76 AYP Status MS MS MS MS MS MS
 MS MS AFRICAN-AMERICAN POPULATION # Proficient 1 0 3 0 1 1 5 1 # Attempted 1 0 4 0 4 1 9 1 %
 Proficient 100 NA 75 NA 25 100 55.6 100 AYP Status NA NA NA NA NA NA NA NA NA NA HISPANIC
 POPULATION # Proficient 2 0 9 5 8 2 19 7 # Attempted 4 0 9 6 10 2 23 8 % Proficient 50 NA 100
 83.3 80 100 82.6 87.5 AYP Status NA NA NA NA NA NA NA NA NA NA CAUCASIAN POPULATION # Proficient
 102 44 139 43 97 51 338 138 # Attempted 118 66 179 57 123 61 420 184 % Proficient 86.4 66.7
 77.7 75.4 78.9 83.6 80.5 75 AYP Status MS MS MS MS MS MS MS MS MS ECONOMICALLY
 DISADVANTAGED POPULATION # Proficient 41 14 68 24 56 20 165 58 # Attempted 50 28 99 33 77
 26 226 87 % Proficient 82 50 68.7 72.7 72.7 76.9 73 66.7 AYP Status MS NA MS NA MS NA MS MS
 LIMITED ENGLISH PROFICIENT POPULATION # Proficient 0 0 0 0 0 0 0 0 # Attempted 1 0 0 0 0 1 0

Supporting Data:

% Proficient 0 NA NA NA NA NA 0 0 AYP Status NA NA NA NA NA NA NA NA NA NA STUDENTS WITH DISABILITIES # Proficient 5 4 8 0 8 1 215 # Attempted 8 9 28 5 26 5 62 19 % Proficient 62.5 44.4 28.6 0 30.8 20 33.9 26.3 AYP Status NA NA NA NA NA NA A NA Page 3 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving (Ach) Math AMO: 64.6 Literacy AMO: 67.75 In order to be eligible for Safe Harbor (SH), eligibility must be met for: Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 09-10 COMBINED POPULATION Math Eligible? Literacy Eligible? Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-1.10) YES 2009-2010 AYP STATUS MS MS (SH) AFRICAN-AMERICAN POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-50.0) NA 2009-2010 AYP STATUS NA NA HISPANIC POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(-20.0) YES 2009-2010 AYP STATUS NA NA CAUCASIAN POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 NO(1.20) YES 2009-2010 AYP STATUS MS MS (SH) ECONOMICALLY DISADVANTAGED POPULATION Percent Tested YES YES Graduation Rate YES YES Prof. Change 09-10 YES YES 2009-2010 AYP STATUS MS (SH) NA LIMITED ENGLISH PROFICIENT POPULATION Percent Tested NA NA Graduation Rate YES YES Prof. Change 09-10 NA NA 2009-2010 AYP STATUS NA NA STUDENTS WITH DISABILITIES Percent Tested NO(90%) YES Graduation Rate YES YES Prof. Change 09-10 NO(2.20) YES 2009-2010 AYP STATUS NA NA * (SH) indicates that Safe Harbor has been applied to status determination. Page 4 of 4 2010 Arkansas Adequate Yearly Progress: School Improvement Report JESSIEVILLE SCHOOL DISTRICT Report Completed: 09/17/2010 JESSIEVILLE HIGH SCHOOL AYP Status: Achieving (Ach) Math AMO: 64.6 Literacy AMO: 67.75 SUBGROUP DETAILS FOR GROWTH USED IN AYP 2010 Math Number of Tests Attempted Number Prof.Adv 2010 Status Percent Prof.Adv 2010 Status** Number Students Not Prof. That Met Growth Percent Prof.Adv 2010 with Growth* Met Growth? Combined 140 109 77.9 NA 77.9 Yes Af.Amer. 4 1 25 NA 25 NA Hispanic 10 8 80 NA 80 NA Caucasian 123 97 78.9 NA 78.9 Yes Econ.Dis. 77 56 72.7 NA 72.7 Yes LEP 0 0 NA NA NA NA Stud.Dis. 26 8 30.8 NA 30.8 NA Literacy Number of Tests Attempted Number Prof.Adv 2010 Status Percent Prof.Adv 2010 Status** Number Students Not Prof. That Met Growth*** Percent Prof.Adv 2010 with Growth* Met Growth? Combined 66 56 84.8 NA 84.8 Yes Af.Amer. 1 1 100 NA 100 NA Hispanic 2 2 100 NA 100 NA Caucasian 61 51 83.6 NA 83.6 Yes Econ.Dis. 26 20 76.9 NA 76.9 NA LEP 0 0 NA NA NA NA Stud.Dis. 5 1 20 NA 20 NA *Note 1: The number of below proficient students who met their growth increment are added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP. **Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval. ***Note 3: For schools with grades 4-8 students NA indicates that no students that were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels. ATTENDANCE DATA Qtr 1 Qtr 2 Qtr 3 Average Average Daily Attendance: 308.76 304.90 298.26 303.97 Average Daily Membership: 308.76 304.90 298.26 303.97

2. ACT 2011: After review of the ACT results for Jessieville High School, our committee believes that we are preparing our students well in all academic areas. 52 Jessiville students took the ACT. The average score was 22.5% verses the state average of 19.6%. 29% of our studnets meet the requirements of all 4 subjects on the ACT. ACT 2010: After review of the English data, the results indicate that in 2008 those students who took the ACT scored an average of 21.0 on the English section compared to the state average of 20.1. In the Reading section, Jessieville scored an average of 20.6, while the state average was 20.6. Science scores show Jessieville students scored an average of 19.5 compared to the state average of 20.2. Overall, Jessieville’s composite ACT score for the 2010 school year was 20.2 compared to the state average of 20.3 Our district tested 52 students. Our committee believes that we are preparing our students well in these academic areas.

Goal All students will improve their performance on the open response items on the Algebra and Geometry End of Course Exams.

Benchmark To meet the Arkansas Department of Education's adequate yearly progress for 2011-2012, we will meet the 73.5% proficiency level for grades 9-12 in Algebra I and Geometry or we will attain Safe Harbor status by meeting the 95% of students tested, meet the attendance criteria, and decrease by 10% the number of students scoring below proficiency on the EOC Exam.

Intervention: Improve mathematical instruction with emphasis on open-response questions and multi-step problem solving.				
Scientific Based Research: Mikusa, Michael. (1992). Problem Solving is More Than Solving Problems. Lee, Hea-Jim. (1999-2000). Resources for Teaching and Learning About Probability and Statistics.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A math team will evaluate and modify curriculum based on the End of Course exams. Action Type: Alignment Action Type: Program Evaluation	Melissa Speers, teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$

Continue to improve instruction of open-response items with emphasis on items related to female and male interests. Action Type: Equity Action Type: Professional Development	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Personnel from Jessieville High School will attend the conference "High Schools That Work." SREB and an initial group of state partners launched High Schools That Work in 1987. This conference focuses on preparing students for careers and further education by improving curriculum and instruction in high schools and middle grades. Through the years, the work has taken on new dimensions as needs have arisen in the areas of middle grades education, transition from middle grades to high school, raising performance in low-performing and urban high schools, raising standards in career/technical education, and preparing new and emerging school leaders. Action Type: Professional Development	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will attend the professional development workshop entitled "Teaching Algebra I for 21st Century Learning."	Melissa Speers/teacher	Start: 07/01/2011 End: 06/03/2012		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve mathematical instruction through curriculum analysis and modification.

Scientific Based Research: Cook, Cathy J. et al. (1995). Critical Issues: Aligning and Articulating Standards Across the Mathematics Curriculum. Mitchell, Felicia Moss. (1999).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Consultation between middle school and high school teachers to evaluate and modify existing methods of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Janis Bremer/Curriculum	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Analyze and evaluate the effectiveness of our curriculum through the use of the end of course exams. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Janis Bremer/Curriculum	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Modify math instruction for the special education students. Special Education teachers will meet with regular education teachers to align the math curriculum and make needed modifications for students to meet the requirements of each student's I.E.P.'s. Schedules will be coordinated to ensure the Least Restrictive Environment for Inclusion activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Linda Dye/Resource Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Inform parents of needs and progress of the students through appointments, phone contact, e-mail, and parent conferences. Progress reports will be sent home at mid term and end of each nine weeks. Two conferences will be held each year. Parents will be recognized collectively in local newspapers for attending parent conferences.	Steve Wright, Principal	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Teachers will incorporate differentiated instructional strategies, appropriate tools, and	Linda Dye/Resource	Start: 07/01/2011		ACTION BUDGET: \$

support. Teachers will provide alternative ways for students (with or without disabilities) to receive information and express their knowledge and to ensure students are placed in the Least Restrictive Environment.	Teacher	End: 06/30/2012		ACTION \$ BUDGET:
Identify students that did not score proficient or above on the end of course exam and benchmark exams and provide an instructor to assist in the area of the deficiency. Hire a math focus teacher with an FTE of 1.0 to provide instruction to these students. Action Type: AIP/IRI Action Type: Collaboration	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION \$ BUDGET:
Continue in grades 9-12 to map and align the math curriculum based on benchmark criteria.	Janis Bremer/MS Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION \$ BUDGET:
Sponsor seminars to inform parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Karen Fisher/H.S. Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION \$ BUDGET:
Contact alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. Action Type: Collaboration Action Type: Parental Engagement	Sandy Harper/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION \$ BUDGET:
Teachers will tie Career and Technical plans with Geometry and Algebra plans. ART- working with measuring (rulers), scaled drawings, seeing numeracy in visual arts BAND- fractions, divisions, counting in music SCIENCE- protractors (using smart board tools) Action Type: Alignment Action Type: Collaboration	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION \$ BUDGET:
Total Budget:				\$0

Intervention: Improve math instruction through the implementation of computer based technology.

Scientific Based Research: Kleifgen, Jo Anne. (1989). Computers and Opportunities for Literacy Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All buildings on campus will be connected to the LAN with fiber optic cabling/wireless and interior CAT-5 network cabling. Action Type: Technology Inclusion	John Harrell/Technology Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • School Library 	ACTION \$ BUDGET:
Integrate technology into the curriculum: Grade Quick, Edline, email, PowerPoint, digital cameras, ELMO cameras, computer software, geometry sketch pad, ipads,smart pad, and graphing calculators. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	John Harrell/Technology Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	ACTION \$ BUDGET:
The Math Department shall review and recommend math based software programs. Action Type: Collaboration Action Type: Technology Inclusion	Melissa Speers/Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside 	ACTION \$ BUDGET:

			<ul style="list-style-type: none"> Consultants Teachers 	
Implement STAR testing in grades 6-12. Action Type: Program Evaluation Action Type: Technology Inclusion	Beth Stone/Librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Ongoing training for current and new teachers to properly utilize math software. Action Type: Professional Development Action Type: Technology Inclusion	Steve Wright, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
Continue the use of data collection and computation devices (hardware and software).	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Teachers will tie Career and Technical plans with Geometry and Algebra plans. CBA - Working on spreadsheets (seeing how calculations work in them) and using rulers for margin setting. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Teachers will incorporate podcasts (audio and video) into class instruction. Action Type: Technology Inclusion	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Use technology such as GPS activities and TI calculators in the classroom. Action Type: Technology Inclusion	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve math instruction through identification and remediation of students with low math skills.				
Scientific Based Research: Mokros, Jan et al. (1996). Learning Operations: Invented Strategies that Work. Fraiviling, Judith. (April, 2001). "Strategies for Advancing Children's Mathematical Thinking." Teaching Children Mathematics.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A math team will determine students eligible for remediation using the end of course results in algebra and geometry. Students not scoring proficient will have an academic improvement plan put in place. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Karen Fisher/H.S. Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Free in-school tutoring by community volunteers will be offered to qualifying students. Teachers will work with the Volunteer Coordinator to be aware of interests and availability of volunteers for the school. A Volunteer Resource Book will also be available. Parents will be surveyed annually in order to solicit suggestions for program improvement and ways in which the school can work with parents to achieve program objectives, as well as ways in which parents can volunteer to work at school. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jody Kidwell/Vol. Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Computers Outside Consultants Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve multi-step problem solving, test taking skills, and ability to respond to open-ended questions.

Benchmark Beginning the 2004 school year and each year thereafter, mathematical skills will meet the AYP (Adequate Yearly Progress) as set by the ADE (Arkansas Department of Education).

Intervention: Improve mathematical instruction with emphasis on open-response questions and multi-step problem solving.				
Scientific Based Research: Bryan, Catherine A. (1997). Gender Differences Found In The Way boys And Girls Solve Math Problems. Johns, Beverly H. (2003) Eight Tips To Prepare Students For High-Stakes Tests.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math team will evaluate and modify curriculum based on the Arkansas benchmark scores. Action Type: Alignment Action Type: Program Evaluation	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Continue to improve instruction of open-response math questions, with emphasis on word problems related to gender interests. Action Type: Equity Action Type: Professional Development	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will continue to use cooperative learning in the classrooms.	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve mathematical instruction through curriculum analysis and modification.				
Scientific Based Research: Cook, Cathy J. et al. (1995). Critical Issues: Aligning and Articulating Standards Across the Mathematics Curriculum. Mitchell, Felicia Moss. (1999).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Inform parents of needs and progress of the child through appointments, phone contact, e-mail, and parent conference meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Consultation will be available to teachers of students with disabilities to provide help with appropriate modifications to insure instructional levels are appropriate. Action Type: Collaboration Action Type: Special Education	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Evaluate and analyze the effectiveness of our curriculum through the use of student portfolios and/or writing samples, and modifying math instruction and/or curriculum as needed. Action Type: Alignment Action Type: Program Evaluation	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Closely monitor the gender gap on benchmark math scores. Action Type: Equity Action Type: Professional Development	Janis Bremer/Curriculum	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Continue to map and align the math curriculum based on AR Frameworks criteria. Action Type: Alignment Action Type: Collaboration	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Public Library 	ACTION BUDGET: \$
Review the effectiveness of the remediation by	Nancy	Start:		

tracking Benchmark of identified students. Action Type: Program Evaluation	Beaver/Remediation	07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Summer school program for identified students to improve deficiencies in math skills 9-12 grades. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve math instruction through identification and remediation of students with low math skills.

Scientific Based Research: Mokros, Jan et al. (1996). Learning Operations: Invented Strategies that Work. Fraiviling, Judith. (April, 2001). "Strategies for Advancing Children's Mathematical Thinking." Teaching Children Mathematics.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue our self contained resource teacher of special needs who will provide increased individualized instruction to students in a self-contained resource room. Action Type: Program Evaluation Action Type: Special Education	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Special Ed. teachers will meet to insure a seamless transition from the middle school program to the high school program. All certified staff will receive training in order to effectively participate in a Problem Solving/Consultation/Intervention Model. This approach will assist in determining appropriate pre-referral strategies and interventions for students who are not making the academic or behavioral progress needed in the regular education classroom and to ensure for Least Restrictive Environment of special education students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Linda Dye/Resource teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Free in-school tutoring by community volunteers will be offered to qualifying students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Jody Kidwell/Vol. Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Math team will determine students eligible for remediation using the Arkansas benchmark criteria. Action Type: AIP/IRI Action Type: Collaboration	Karen Fisher/H.S. Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Evidence-based strategic intervention strategies will be available to teachers for identified students who are not making satisfactory academic/behavioral progress. Action Type: Collaboration Action Type: Professional Development	Karen Fisher/HS Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Review teacher made tests and lesson plans regarding mathematical instruction to align with the Arkansas benchmark criteria. Action Type: Alignment Action Type: Program Evaluation	Melissa Speers/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Teachers will be involved in a collaborative workshop	Melissa	Start:		

with the Dawson Coop Math Specialist to improve math and align math instruction in grades 9-12. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Speers/teacher	07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Offer remediation to students in the DISCOVER after school program.	Debbie Oswalt, director	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The Jessieville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

- Supporting Data:
1. Body Mass Index Data SY 2007-08 Elementary: Under Weight- 6.59%, Healthy Weight- 71.98%, At risk for over weight- 12.64%, At risk for over weight or over weight- 21.43%. Middle: Healthy Weight- 64.70%, At risk for over weight- 18.38%, Over weight- 16.91%, At risk for over weight or over weight- 35.29%. High: Healthy Weight-68.85%, At risk for over weight- 11.48%, Over weight- 19.67%, At risk for over weight or over weight- 31.15%. Body Mass Index Data SY 2006-07 Elementary: Under weight- 3.26%, Healthy weight- 68.21%, At risk for over weight-13.86%, Over weight- 14.675, At risk for over weight or over weight- 28.53%. High: Under weight- 5.61%, Healthy Weight- 57.94%, At risk for over weight- 22.43%, Over weight- 14.02%, At risk for over weight or over weight- 36.45% Body Mass Index Data SY 2005-06: of the 800 student population, 553 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males-37.9%, Females-32.7%; Elementary: Males-35.7%, Females-31.75%; Middle School: Males-40.9%, Females-40.7%; High School: Males-44.0%, Females-29.1%
 2. School Health Index-2005-2006 Module 1-School Health and Safety Policies and Environment-73% Module 2-Health Education-69% Module 3-Physical Education and Other Physical Activity Programs-NA Module 4-Nutrition Services-51% Module 5-Health Services-67% Module 6-Counseling, Psychological, and Social Services-100% Module 7- Health Promotion for Staff-75% Module 8- Family and Community Involvement-89%
 3. Free and Reduced Price Meal Elig. SY 2007-08 District- 49% paid, 9% reduced, 42% free; Elementary- 46% paid, 13% reduced, 41% free; Middle- 50% paid, 8% reduced, 42% free; High- 54% paid, 5% reduced, 41% free; Preschool- 55% paid, 20% reduced, 25% free Free and Reduced Price Meal Elig. SY 2006-07 District- 51% paid, 9% reduced, 40% free; Elementary- 47% paid, 9% reduced, 44% free; High- 52% paid, 9% reduced, 39% free Free and Reduced Price Meal Elig. SY 2005-06: District - 51%% paid, 8% reduced; 41% free; Elementary - 51% paid, 8% reduced; 41% free; High - 51% paid, 8% reduced, 41% free
 4. Kids Count State-Level Data Data Indicator-Teens who are high school dropouts. 2002-10%, 2003-6%, 2004-8% Average-7.6% Data Indicator-Children in poverty. 2002-22%, 2003-24%, 2004-26% Average-24% Data Indicator-Children in single-parent families. 2002-30%, 2003-33%, 2004-38% Average-33.6%

Goal The Jessieville School District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the 2011-2012 school year, we hope to have 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
The Jessieville School District will ensure each school provides a pleasant environment and monitors 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.	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
The Jessieville School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Terry Crumpler/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
The Jessieville 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. Action Type: Wellness	Cardella Spruell/Nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Jessieville School District will support schools in 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: Wellness	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The 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: Wellness	Cardella Spruell/Nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	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
The Jessieville School District meets the requirements for act 1220. In grades Kindergarten through 5th grade students have no access to vending machines. All students have a minimum of 60 minutes of physical education and all students have a minimum of 150 minutes of physical activity per week. Students in 6th, 7th, and 8th grade are required to enroll in a physical education class or athletic class. All 9th through 12th grade students have three options. They must enroll	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

in a physical education or athletic class, have an approved parent release form signed, or participate in a before school activity. It meets all nutritional guidelines. Action Type: Wellness				
The Jessieville School District 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: Wellness	Cardella Spruell/Nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The Jessieville School District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Andy Curry/Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
The Jessieville School District will support schools offering the students choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Melinda Losey/Cafeteria Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
The Jessieville School District will 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: Wellness	Steve Wright/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alena McNew	Engilsh	Literacy
Classroom Teacher	Bill Ritter	Band Teacher	Literacy
Classroom Teacher	Bonnie Utter	H.S. teacher	Literacy
Classroom Teacher	Cara DeAnn Bliss	Vocational Business	Literacy, Technology
Classroom Teacher	Don Phillips	Coach	Wellness
Classroom Teacher	Duke Haight	Science	Math
Classroom Teacher	Eddie Lamb	Coach	Wellness
Classroom Teacher	Erin Radke	Classroom Teacher	Literacy
Classroom Teacher	Frankie Kemp	Speech	Literacy
Classroom Teacher	Jackie Balentine	Teacher's Aid	Math
Classroom Teacher	Jamie Savall	Physical Education	Wellness

Classroom Teacher	Jerrie Hanson	Vocational Business	Math, Technology
Classroom Teacher	Jodie Wright	Science	Math
Classroom Teacher	Kimberly Cozzi	English	Literacy
Classroom Teacher	Leigh Ann Back	Math	Math
Classroom Teacher	Lydia deSambourg	Choir	Literacy
Classroom Teacher	Melissa Speers	Teacher	Math
Classroom Teacher	Rana Ward	Art	Literacy
Classroom Teacher	Ron McGuire	Teacher	Math
Classroom Teacher	Ryan O'Neal	Math	Math
Classroom Teacher	Toby Packard	Math	Math
Classroom Teacher	Yvonne Westfall	Resource	Literacy
Community Representative	Traci Robertson	Technology	Federal Programs
Non-Classroom Professional Staff	Beth Stone	Librarian	Literacy, Technology, Parental Involvement
Non-Classroom Professional Staff	Brenda Shifflet	Secretary	Federal Programs
Non-Classroom Professional Staff	Cardella Spruell	Nurse	Wellness
Non-Classroom Professional Staff	Dena Davis	Teacher's Aid	Federal Programs
Non-Classroom Professional Staff	Jody Kidwell	Tutoring Program	Federal Programs
Non-Classroom Professional Staff	John Harrell	Technology	Technology
Non-Classroom Professional Staff	Karen Fisher	Counselor	Wellness
Non-Classroom Professional Staff	Lynda Cockman	Bookkeeper	Federal Programs
Non-Classroom Professional Staff	Pamela VanVickle	Secretary	Literacy, Technology
Non-Classroom Professional Staff	Sandy Harper	Distance Learning	Literacy
Non-Classroom Professional Staff	Sherry Chandler	ALE	LEA
Non-Classroom Professional Staff	Vickie Heath	Secretary	Wellness
Parent	Patricia Drennan	Arena Manager	Technology
Parent	Rhonda Applegate	Parent	Technology
Principal	Steve Wright	High School Principal	Federal Programs
Principal	Steve Wright	High School Principal	Wellness
Principal	Terry Crumpler	Principal	Federal Programs, District Planning Committee, Wellness, Parental Involvement