



School Plan

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JESSIEVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Jessieville High School is to be a Twenty-first Century learning community where all students are valued and equipped to succeed as life-long learners, valued and competent workers, and positive contributors. These contributions will be fostered while they are our students but will shine brightest when they leave us and positively impact other communities.

Grade Span: 9-12

Title I: Title I Targeted Assistance

School Improvement: MS

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Priority 1: Literacy

Goal: Students will demonstrate improvement in the comprehension of literary reading passages. They will also show proficiency in their ability to write in response to text with a greater command of organization and style.

Priority 2: Mathematics

Goal: All students will improve mathematics scores for open-response and multiple choice test items across the curriculum.

Priority 3: Wellness

Goal: district will provide support for students in making healthy lifestyle choices by implementing programs to aid in decreasing the average BMI.

Priority 4: Graduation Rate

Goal: To improve graduation rate at Jessieville High School

Priority 5: Parental Involvement

Goal: It is the goal of Jessieville High School to include parents in all aspects of their child(ren)'s education.

Priority 1: Literacy

- 2014 11th Grade EOC LITERACY: --20% Advanced --47% Proficient --27% Basic --6% Below Basic TAGG DATA (Economically Disadvantaged) --8% Advanced --58% Proficient --29% Basic --5% Below Basic TAGG DATA (Students with Disabilities) --0% Advanced --17% Proficient --50% Basic --33% Below Basic Specific Areas of Weakness READING: Multiple Choice: Content Passage Open Response: Content Passage WRITING: Content Domain: ability to focus and elaborate on a central idea in a unified, organized text. 2013 11th Grade EOC LITERACY: --13% advanced --46% proficient --36% basic --5% below basic TAGG DATA (Economically Disadvantaged students) --7% advanced --37% proficient --47% basic --10% below basic Our specific areas of weakness: READING --multiple choice: literary passage --open response: literary passage, practical passage WRITING --content and style domain 2012 11th Grade EOC LITERACY: --17% advanced --65% proficient --13% basic --5% below basic TAGG DATA (Students with Disabilities) --0% proficient or advanced --60% basic --40% below basic TAGG DATA (Economically Disadvantaged) --12% advanced --71% proficient --12% basic --6% below basic Our specific areas of weakness: READING --multiple choice: literary passage --open response: practical passage WRITING --content and style domain 2011 11th Grade EOC LITERACY EXAM --13% advanced --54% proficient --28% basic --4% below basic TAGG DATA (Students with Disabilities) --0% advanced --10% proficient --60% basic --30% below basic TAGG DATA (Economically Disadvantaged) --5% advanced --55% proficient --32% basic --8% below basic Our specific areas of weakness: READING --multiple choice: literary passage --open response: literary passage, content passage WRITING --content and style domain
- ACT 2014 ACT 2013: ACT 2012: ACT 2011:
- 2013 9TH GRADE IOWA TEST OF EDUCATIONAL DEVELOPMENT 2012 9TH GRADE IOWA TEST OF EDUCATIONAL DEVELOPMENT 2011 9TH GRADE IOWA TEST OF EDUCATIONAL DEVELOPMENT Revealed Reading Weaknesses: words in context, identifying tone, and inference Weaknesses in Written Expression: identifying tone and organization of ideas

Supporting Data:

Goal Students will demonstrate improvement in the comprehension of literary reading passages. They will also show proficiency in their ability to write in response to text with a greater command of organization and style.

Benchmark For the 2013-2014 school year, our Annual Measurable Objective was 75.74%. Our Annual Measurable Objective for the 2014-2015 school year is 78.43%.

Intervention: INTERVENTION 1 Implement a comprehensive approach to teaching literacy across the curriculum.

Scientific Based Research:
<http://www.sde.idaho.gov/site/rti/resourcesDocs/Secondary/Secondary%20Literacy%20Instruction%20Intervention%20Guide.pdf>
<http://projectfoundry.org/project-based-learning-explained/why-project-based-learning.html>
http://blogs.edweek.org/edweek/on_innovation/2013/02/writing_across_the_curriculum_with_the_literacy_design_collaborative.html
<http://www.nwea.org/> <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ACTION 5 After joining and being trained by the Literacy Design Collaborative of the Dawson Coop, teachers will begin designing curriculum and instruction in modular formats based on the philosophy of reading and writing in order to learn content material. We will begin by training a small group of teachers and then those teachers will train others until all teachers are required to submit modular lesson plans. Mentors from the Coop will work alongside teachers to evaluate modules. When all teachers have been trained to create modular lesson plans, they will be required to submit lesson plans to the principal in this format. Title I funds will be used to pay for substitute teachers (SubTeach) on days teachers must be in training. 6501 2540 030/63220 (2 teachers/4 days @ \$90.00=\$720.00) Title I funds will be used to reimburse teachers for mileage at the current district rate of \$0.35 per mile to and from this training. 6501 2540 030/65810 \$500.00 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Toby Packard/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$1220.00</p> <hr/> <p>ACTION BUDGET: \$1220</p>
<p>ACTION 4 After training, all non-mathematics teachers will include reading passages from their content area on at least one exam per semester. Teachers will submit their reading passage exams to Mr. Packard for review. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Toby Packard/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Public Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION 1 After receiving training, English teachers will use most current benchmark exam scores, NWEA results, and/or in-class literacy assessments to identify students who are struggling with literacy proficiency. They will then meet with all staff members to research and identify specific strategies in all content areas that will address identified weaknesses. After researching and choosing specific intervention strategies, professional development will be provided to all staff to implement and monitor these chosen strategies. Title I funds will be used to pay for the professional development and teacher training resources only. NSLA Funds will be used to purchase materials and resources to be used with these identified targeted students. Teachers should begin to see struggling readers more engaged in learning as they are able to comprehend and respond to text. Students will also show improvement in written expression after frequent teacher assessment. 6501 2213 030/63310 \$4999.36 6501 2213 030/66100 \$4000.00 2281 1140 030 003/66100 \$2000 Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Melissa Speers/Federal Programs Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Public Library • Teachers 	<p>Title I - Purchased Services: \$4999.36</p> <p>Title I - Materials & Supplies: \$4000.00</p> <p>NSLA (State-281) - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$10999.36</p>
<p>ACTION 3 After being trained, all teachers will implement project-based learning as a required component of teaching the common core state literacy standards in all content areas, requiring that students demonstrate literacy proficiency in order to complete the culminating product of each project. Each product will be presented to an audience (this audience may include their classroom peers but could also include a</p>	<p>Toby Packard/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

school-wide or public presentation event) Action Type: Collaboration				
<p>ACTION 7 After collaborating with literacy and special education instructors, teachers in all content areas will require students to produce at least one piece of writing per nine week grading period that is a student response to learning of their specific content. They will be encouraged to make this assignment as "real-world" as possible. (a blog, an editorial, a letter to an author or historical figure, a poem, a speech . . .) Student samples of this work will be collected and presented to the principal to be shared with the entire staff. NSLA funds will be used to purchase 75 Chromebooks (at a cost of \$376.20 each) for mobile labs in classrooms for students to use for research, writing projects, and assessments. 2281 1590 030 014/66500 \$28215.24 NSLA funds will be used to purchase Synchronize Software (SmartSync 2011) to aid teachers in monitoring technology use among the students. 2281 2230 030 014/66510 \$796.00 NSLA funds will be used to purchase an inventory tracking system to assist the staff with managing the Chromebooks. 2281 2230 030 014/66520 \$333.33</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Erin Radke	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Computers School Library Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$29344.57</p> <hr/> <p>ACTION BUDGET: \$29344.57</p>
<p>ACTION 6 Based on the results of NWEA testing and identified weaknesses, the lowest performing identified targeted students will be provided with intensive, focused remediation in reading. The Literacy committee will research and identify specific strategies to scaffold these students in all content area classrooms. The committee will report these findings to the principal and all content teachers who will then choose and implement these strategies in their classrooms. Classworks software will be used to design individualized instruction (based on student MAP scores) to produce student growth toward their performance AMO. NSLA funds will be used to pay to cover the fee for MAP assessments and for Classworks subscriptions. MAP assessment services are purchased from NWEA. Classworks subscriptions are purchased from Curriculum Advantage, Inc. 2281 2240 030 014/63240 \$997.00 2281 1555 030 014/66510 \$1666.67</p>	Toby Packard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	<p>NSLA (State-281) - Purchased Services: \$997.00</p> <p>NSLA (State-281) - Materials & Supplies: \$1666.67</p> <hr/> <p>ACTION BUDGET: \$2663.67</p>
<p>ACTION 2 ELL; (funds have not been allocated by ADE but should be by November. Adjustments will be made at that time) Students who indicate that a language other than English is spoken in their home (based on a Home Language Survey) will be administered a LLINKS placement exam to determine their eligibility for ELL services. ELL funds will be used to purchase materials and supplies for evaluation and instruction for identified students. 2276 1930 030 000/66100 \$622.00 Title I funds will be used to purchase materials and supplies to support the ESL services to identified students. 6501 1555 030/66100 \$500</p> <p>Action Type: Alignment Action Type: Equity</p>	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>Title I - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
Total Budget:				\$44727.6

Intervention: INTERVENTION 2 Foster and maintain a focused curriculum alignment plan that implements common core literacy standards in all content areas.

Scientific Based Research: http://teacher.depaul.edu/Plan_Thoughtful_Units.html
http://www.allthingsplc.info/pdf/articles/make_time_for_collaboration.pdf <http://ideas.aetn.org/commoncore>
http://faculty.njcu.edu/mmayer/EDLDPLAN/cm_overview.pdf <http://www.ntrp.org.uk/sites/all/documents/A.%20Price%20FINAL.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 2 High School teachers will engage in common planning time each Wednesday from 2:20-3:30. This time will be used to collaborate and offer staff development so	Melissa Speers--Special Projects Coordinator/Curriculum	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Community Leaders 	ACTION \$

that all teachers will be made aware of and afforded an opportunity to share ideas for implementing the common core literacy standards in all content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education		06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	BUDGET:
ACTION 3 After being given multiple examples and online resources for implementing common core state standards, high school teachers will design, evaluate, and update curriculum maps that demonstrate instruction designed to help students meet common core literacy standards. They will share these curriculum maps in departmental meetings at the beginning, middle, and end of the school year. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Toby Packard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
ACTION 1 After being trained through the LDC and mapping their curriculum to align with common core state literacy standards, teachers in each subject area will design or implement at least one unit/module/project that requires cross-curricular implementation of literacy standards. Student work coming from these collaborations will be presented to the entire staff during common planning time. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Frankie Kemp	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants School Library Teachers Teaching Aids 	ACTION BUDGET: \$
ACTION 4 After being trained to interpret and disaggregate test data, teachers will meet as departments to evaluate data from various school and state assessments that target specific student weaknesses. They will then come together as a full staff to evaluate and adjust their curriculum maps in order to make sure that all weaknesses are addressed. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Toby Packard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 3 Implement a focused and effective plan for designing and applying Academic Improvement Plans for those students who have failed to score proficient on state-mandated literacy benchmark exams.

Scientific Based Research: <http://www.righttrackreading.com/elementsremed.html> <http://www.adlit.org/article/19750/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 2 Students failing to score proficient on the state-mandated literacy benchmark exams will be required to complete an individualized remediation program through 7th hour Academic Hall. The instructors and the principal will collaborate to write the individualized plans and provide research-based effective strategies for targeting specific weaknesses in each student. Credit for ninth grade English or senior English (depending upon which benchmark exam student is remediating) will be withheld from any student who does not complete his or her remediation plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Debbie Oswalt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
ACTION 1 Students with identified weaknesses in reading and written expression will be supported in the regular classroom through co-	Kayla Ellison	Start: 07/01/2014	<ul style="list-style-type: none"> Computers 	ACTION

teaching provided by the special education teacher. Content teachers who have assigned specific individual reading and writing components in their modules will be responsible for notifying the special education teacher when help is needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	BUDGET: \$
Total Budget:			\$0

Priority 2: Mathematics

- Supporting Data:
- 2014 ALGEBRA 1 EOC --16% advanced --50% proficient --31% basic --3% below basic TAGG Data (Students with Disabilities) --9% advanced --9% proficient --64% basic --18% below basic TAGG Data (Economically Disadvantaged) --3% advanced --58% proficient --38% basic --3% below basic Specific Areas of Weakness Multiple Choice: Solving Equations and Inequalities, Non-linear Functions Open Response: Language of Algebra, Non-linear functions 2013 ALGEBRA I EOC --16% advanced --49% proficient --31% basic --4% below basic TAGG DATA (Students with Disabilities) --0% advanced --33% proficient --44% basic --22% below basic TAGG DATA (Economically Disadvantaged) --8% advanced --51% proficient --35% basic --6% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: language of algebra, nonlinear functions Open Response: language of algebra, nonlinear functions 2012 ALGEBRA I EOC --40% advanced --40% proficient --18% basic --1% below basic TAGG DATA (Students with Disabilities) --17% advanced --0% proficient --83% basic --0% below basic TAGG DATA (Economically Disadvantaged) --33% advanced --46% proficient --20% basic --2% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: language of algebra, nonlinear functions Open Response: solving equations and inequalities, nonlinear functions 2011 ALGEBRA I EOC --41% advanced --41% proficient --11% basic --8% below basic TAGG DATA (Students with Disabilities) --0% advanced --17% proficient --33% basic --50% below basic TAGG DATA (Economically Disadvantaged) --26% advanced --53% proficient --11% basic --11% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: solving equations and inequalities, nonlinear functions Open Response: language of algebra, nonlinear functions
 - 2014 GEOMETRY EOC --16% Advanced --47% Proficient --31% Basic --7% Below Basic TAGG DATA (Students with Disabilities) --0% Advanced --20% Proficient --20% Basic --60% Below Basic TAGG DATA (Economically Disadvantaged Students) --7% Advanced --49% Proficient --33% Basic --11% Below Basic Specific Areas of Weakness Multiple Choice: Triangles, Coordinate Geometry and Transformations Open Response: Triangles, Coordinate Geometry and Transformations 2013 GEOMETRY EOC --8% advanced --45% proficient --42% basic --5% below basic TAGG DATA (Students with Disabilities) --0% advanced --17% proficient --67% basic --17% below basic TAGG DATA (Economically Disadvantaged) --8% advanced --38% proficient --51% basic --3% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: triangles, transformations Open Response: triangles, measurement 2012 GEOMETRY EOC --22% advanced --55% proficient --17% basic --6% below basic TAGG DATA (Students with Disabilities) --0% advanced --0% proficient --25% basic --75% below basic TAGG DATA (Economically Disadvantaged) --19% advanced --56% proficient --22% basic --3% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: measurement, transformations Open Response: triangles, language of geometry 2011 GEOMETRY EOC --42% advanced --46% proficient --11% basic --1% below basic TAGG DATA (Economically Disadvantaged) --36% advanced --43% proficient --21% basic --0% below basic SPECIFIC AREAS OF WEAKNESS: Multiple Choice: triangles, transformations Open Response: relationships between two and three dimensions, coordinate geometry and transformations
 - ACT 2014 ACT 2013 ACT 2012 ACT 2011

Goal All students will improve mathematics scores for open-response and multiple choice test items across the curriculum.
 Benchmark In 2015, all students will meet the projected AMO of 88.69%. TAGG students will meet the projected AMO of 84.97%. Students with disabilities will meet the projected AMO of 76.19%

Intervention: INTERVENTION 1 To implement a school-wide, comprehensive approach to teaching mathematics.
 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
ACTION 3 After completing training, Jessieville High School will fully implement project based learning. Each subject will offer at least one project with a math component. These projects will be presented to a panel of peers/teachers/parents/community leaders. Title I funds will be used to purchase a 1 year subscription for the school to Defined Learning (web-based) to assist in implementation of STEM projects in all academic classes. The effectiveness of this web-based software will be determined by teacher surveys and usage. 6501 1570 030/63900 \$1665.00 Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Target Assistance	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Public Library • School Library • Teachers 	Title I - Purchased \$1665.00 Services: ACTION BUDGET: \$1665
ACTION 4 After completing training, NWEA testing will be	Toby Packard,	Start:		NSLA

<p>implemented for all students. Students' scores in mathematics will be used to determine curriculum needs. Students will test 3 times per year. Increase of scores will indicate effectiveness of curriculum planning based on test results. Classworks software will be used to design individualized instruction (based on student MAP scores) to produce student growth toward their performance AMO. NSLA funds will be used to cover the fees for MAP assessments which are purchased from NWEA and Classworks subscriptions that are purchased from Curriculum Advantage, Inc. 2281 2240 030 014/63240 \$997.00 2281 1570 030 014/66510 \$1666.67</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers 	<p>(State-281) - \$1666.67 Materials & Supplies: NSLA (State-281) - \$997.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$2663.67</p>
<p>ACTION 5 After training in writing open-response questions, teachers in math and science classes will implement mandatory math open-response questions on their assessments. Assessments will be submitted to principal for review.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Target Assistance</p>	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION 1 After researching the effectiveness of double-block math classes, Jessieville High School will schedule double-block math classes for struggling learners. Students who score basic or below basic on 8th grade benchmark will be required to complete one year of a double block math class. Teachers will assess effectiveness by monitoring homework completion, classroom grades, and test scores.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Toby Packard, Principal/ Debbie Oswalt, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION 6 After researching careers in mathematics, math teachers will promote and educate students about careers tied to the field of mathematics by bringing in guest speakers who work in the field. After guest presentations, students will be required to complete a survey regarding their interest in a career in mathematics before and after the presentation.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	Stephanie Riley, teacher/ Taylor Lewis, teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION 2 After joining and being trained by the Mathematic Design Collaborative of the Dawson Coop, teachers will begin to design curriculum and instruction in formative assessment lesson format based on the philosophy of advancing students mathematics understanding and problem-solving skills by engaging students in a productive struggle with their math learning. We will begin by training a small group of teachers and then those teachers will train others until all teachers are required to submit formative assessment lessons in their lesson plans. Mentors from the Coop will work alongside teachers to evaluate formative lesson assessments. Title I funds will be used to pay for substitute teachers (SubTeach) for days that the teachers must be out for training. 6501 2540 030/63220 (2 teachers@\$90/day for 4 days=\$720.00) Title I funds will be used to reimburse teachers for mileage at the current district rate of \$0.35 per mile to and from this training. 6501 2540 030/65810 \$500.00</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015		<p>Title I - Purchased Services: \$1220.00</p> <hr/> <p>ACTION BUDGET: \$1220</p>

Action Type: Technology Inclusion Action Type: Title I Target Assistance				
ACTION 7 Jessieville High School will implement the use of the ALEKS software to support double-block mathematics classes for identified targeted students. Each student will be able to complete an online assessment, and an individual learning program will be created based on his or her needs. Classroom teachers will use this information to design curriculum tailored to the needs of the identified students. Title I funds will be used to purchase the identified student accounts for ALEKS. The effectiveness of this program will be determined by the identified students' growth. 6501 1570 030/63590 \$2000.00 Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Target Assistance	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$2000.00 Services: ACTION BUDGET: \$2000
Total Budget:				\$7548.67

Intervention: INTERVENTION 3 Curriculum Alignment and Mapping				
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
ACTION 3 Based on the results of NWEA, 8th grade benchmark, Algebra 1 EOC, and Geometry EOC, middle and high school staff will meet periodically to vertically align and map mathematics curriculum. The implementation of vertical alignment will result in an increase of test scores in mathematics. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Toby Packard/Bob Pymn, High School and Middle School Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 2 After receiving results of NWEA testing, a math team will work together to design math curriculum that will be most beneficial to students. This curriculum design will result in an increase of scores. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Target Assistance	Leigh Ann Back, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers 	ACTION BUDGET: \$
ACTION 1 High School teachers will engage in common planning time each Wednesday from 2:20-3:30. This time will be used to collaborate and offer staff development so that all teachers will be made aware of and afforded an opportunity to share ideas for implementing the common core math standards in all content areas. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 4 Improve TAGG achievement scores by implementing academic improvement plans.				
Scientific Based Research: Kleifgen, Jo Anne. (1989). Computers and Opportunities for Literacy Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 2 After reviewing NWEA, 8th grade bench mark, Algebra 1 EOC, and Geometry EOC scores, "At-Risk" students will be identified before state- mandated testing and will receive additional instruction and support in the area of mathematics. The students will have the opportunity to focus on their areas of weakness before they take their next state mandated test. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Target Assistance	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
ACTION 3 After receiving co-teacher training, Jessieville High School will implement co-taught math classes. Students scoring basic or below basic on the 8th grade benchmark exam or Algebra 1 EOC will be placed into mathematics classes co-taught by a licensed math teacher and a special education teacher regardless	Toby Packard, Principal/Debbie Oswalt, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance 	ACTION BUDGET: \$

of special education status. Teachers will monitor the effectiveness by monitoring homework completion, class grades, and test scores. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance			Assessments • Teachers	
ACTION 1 After receiving training by special education teachers, general education teachers will be able to 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: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Kayla Ellison, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • Teachers	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:
- The Jessieville School District Body Mass Index data indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2011-2012 High School males healthy or underweight 57.1%. High School males overweight or obese 42.9%. High School females healthy or underweight n/a overweight or obese n/a. Body Mass Index Data SY 2012-2013 Males healthy or underweight 57%. Males overweight or obese 43%. Females healthy or underweight 61.8%. Females overweight or obese 38.2%. Body Mass Index Data SY 2013/2014 57.81% Under-weight/Healthy Weight 12.50% Over-weight 29.69% Obese 42.19% Over-weight & Obese
 - Free and Reduced Price Meal Eligibility SY 2010-2011 District 60% Elementary 63% Middle School 62% High School 53% SY 2011-2012 District 70% Elementary 76% Middle School 70% High School 62% SY 2012-2013 District 66% Elementary 71% Middle School 66% High School 54% SY 2013-2014 District 71.73% Elementary 76.75% Middle School 71.01% High School 65.12%
 - Arkansas Prevention Needs Assessment Student Survey (APNA)SY 2013/2014: Percentage of students who report any use in the past 30 days: Grade 10: Cigarettes: 14.8% Alcohol: 26.7% Marijuana: 10.0% Prescription Drugs: 3.4% Grade 12: Cigarettes: 8.0% Alcohol: 36.2% Marijuana: 4.2% Prescription Drugs: 0.0% Arkansas Prevention Needs Assessment Student Survey (APNA)SY 2012/2013: Percentage of students who report any use in the past 30 days: Grade 10: Cigarettes: 19.7% Alcohol: 27.9% Marijuana: 14.8% Prescription Drugs: 3.3% Grade 12: Cigarettes: 29.3% Alcohol: 32.5% Marijuana: 7.5% Prescription Drugs: 5.0% Arkansas Prevention Needs Assessment Student Survey (APNA)SY 2011/2012: Percentage of students who report any use in the past 30 days: Grade 10: Cigarettes: 3.7% Alcohol: 7.5% Marijuana: 3.7% Prescription Drugs: NA Arkansas Prevention Needs Assessment Student Survey (APNA)SY 2010/2011: Percentage of students who report any use in the past 30 days: Grade 10: Cigarettes: 10.6% Alcohol: 21.3% Marijuana: 4.3% Prescription Drugs: NA

Goal district will provide support for students in making healthy lifestyle choices by implementing programs to aid in decreasing the average BMI.

Benchmark By the 2012-2013 school year, we hope to have a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Intervention: INTERVENTION 1 Breakfast free of charge				
Scientific Based Research: Griefner, Laura. Childhood obesity. Education Week, Aug. 1, 2007. Vol. 26 Issue 44. P. 12-12. Baggish, Rosemary; Tracy, Peter; and Van Hoof, Thomas. Excellence Through Wellness. Independent School. Fall 2005. Vol. 65 Issue 1, p. 78-83. Ellerbee, William J; Bramson-Paul, Phyllis; and Marcellino, Sara. Healthy Children Ready to Learn. Leadership. Jan.-Feb., 2006. Vol 35n. 3 p. 26-30				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 3 Survey the students in order to make sure that they are receiving choices that are of their liking. Action Type: Parental Engagement Action Type: Wellness	Vicki Heath/Rhonda Applegate	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: \$
ACTION 2 Provide meals that follow regulations of Arkansas	Melinda Losey,	Start:		

Child Nutrition Unit. Action Type: Wellness	cafeteria coordinator	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
ACTION 1 Provide healthy breakfast free of charge in order to lower visits to the nurse, improve attention span and improve test scores Action Type: Parental Engagement Action Type: Wellness	Melinda Losey, Cafeteria Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 2 Summer Feeding Program

Scientific Based Research: Griefner, Laura. Childhood obesity. Education Week, Aug. 1, 2007. Vol. 26 Issue 44. P. 12-12. Baggish, Rosemary; Tracy, Peter; and Van Hoof, Thomas. Excellence Through Wellness. Independent School. Fall 2005. Vol. 65 Issue 1, p. 78-83. Ellerbee, William J; Bramson-Paul, Phyllis; and Marcellino, Sara. Healthy Children Ready to Learn. Leadership. Jan.-Feb., 2006. Vol 35n. 3 p. 26-30

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 4 Provide resources and professional development to district and school staff to improve the overall school nutrition environment Action Type: Collaboration Action Type: Wellness	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
ACTION 3 Schedule Wellness committee meetings to discuss and review menus, regulations and procedures. Action Type: Collaboration Action Type: Wellness	Cardella Spruell, Nurse/Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
ACTION 2 Advertise to the community through newspaper, flyers, and website Action Type: Parental Engagement Action Type: Wellness	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
ACTION 1 Provide balanced lunch following regulations of Arkansas Child Nutrition Unit between the ages of 0-18 years Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Melinda Losey, Cafeteria Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
ACTION 5 Will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Wellness	Don Phillips	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Jessieville High School will strive to increase graduation rate and to convey to our students the importance of receiving a high school diploma

Supporting Data:

- In 2013, Jessieville High School had 66 actual high school graduates. Of those 66, 33 were in a Targeted Achievement Group. We expected 68 students and 35 TAGG students to graduate. Our actual graduation rate was 97.06% and TAGG rate was 94.29%. Our AMO was 90.88% for combined population and 88.59% for TAGG students. In 2012, Jessieville High School had 68 actual graduates. Of those 68, 46 were in a Targeted Achievement Group. We expected 81 students to graduate and 56 TAGG students to graduate. Our actual graduation rate was 83.95% and TAGG rate was 82.14% our AMO was 89.87% for total population and 87.32% for TAGG groups.
- Jessieville High School 3 Year Average Performance Actual graduates-196 (84.48 %) Expected graduates-232 TAGG graduates-110 (79.71%) Expected TAGG graduates-138

Goal To improve graduation rate at Jessieville High School

Benchmark In 2013-2014, our AMO for graduation was 90.88%. After intervention, our 2014-2015 our AMO should be 91.89%

Intervention: INTERVENTION 1 Alternative Learning Environment

Scientific Based Research: Wilson, Brent G. (1996). Constructivist learning environments: case studies in instructional design.

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Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 1 After reviewing students' transcripts, an alternative learning environment placement committee will encourage and support students who lack the required credits to graduate on time to attend an Alternative Learning Environment. Action Type: Collaboration Action Type: Program Evaluation	Toby Packar, Principal/ Debbie Oswald, Counselor/ Jed Johnson, Alternative Learning Environment Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 2 Summer credit recovery program				
Scientific Based Research: Rogers, Jo and Ryker, Jon. (2009). Educating, not babysitting: a foundation for reclaiming your public school.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 1 Students who do not, during the regular school year, receive credit for certain classes, will be offered the opportunity to make up those credits during a summer credit recovery program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 3 Teacher/Staff promotion of high school graduation				
Scientific Based Research: Hsu, Paul A. (2008). Promoting high school graduation in a small charter school: an intervention targeting student participation and identification.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 2 Teachers and staff of Jessieville High School will convey the importance of high school graduation by encouraging students, bringing in outside speakers, and providing data to the students showing the ramifications of not receiving a high school diploma. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • School Library • Teachers 	ACTION BUDGET: \$
ACTION 1 Student grades will be reviewed every quarter. Common/Local Assessments will be administered. Formative assessments from NWEA will be reviewed and shared with teachers enabling them to modify instruction per data. Scores on the Benchmark exams, End-of-Course tests, norm-referenced tests, and performance and growth AMOs will be monitored. Data analysis of the CRT and NRT district scores will be compiled to determine progress of students in Literacy and Math. Afterschool and pull-out remediation strategies are in place and practiced in the Middle and High Schools. The school plan will be periodically evaluated and updated to ensure that it is in compliance with state and federal requirements. District will support schools and provide needed assistance for test formatting and practice for NRT and CRT. Staff will be trained for use and interpretation of assessments, content classification, etc. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Melissa Speers/Federal Programs Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 4 Institute and maintain a CAPS program.				
Scientific Based Research: http://ncrve.berkeley.edu/abstracts/MDS-1016/MDS-1016-APPENDIX-5.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds

ACTION 2 Educate the teachers about the purpose and implementation of a successful CAPS program. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Toby Packard, Principal/ Debbie Oswalt, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
ACTION 1 Group students with mentor teachers who will assist them with scheduling and career planning. Students will remain with the same mentor teacher from grades 9 through 11. Action Type: Collaboration Action Type: Program Evaluation	Debbie Oswalt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: INTERVENTION 5 To provide Supplemental Services

Scientific Based Research: Saba, Anthony (July 26, 2009); Boise State University; EdTech 501; "Benefits of Technology Integration in Education" www.edtech2.boisestate.edu/sabaa/502/Saba_Synthesis_Paper.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 1 NSLA funds will be used to continue to fund the following positions: 1.0 FTE Online Learning Facilitator, Sandy Harper - \$31130.00 salary + \$8716.40 28% benefits = \$39846.40 .50 FTE ELL, Jeffrey Forbess - \$20765.00 salary + \$5814.20 28% benefits = \$26579.20 1.0 FTE Online Learning Facilitator/Paraprofessional, Nancy Beaver - \$14196.00 salary + \$3974.88 28% benefits = \$18170.88 1.0 FTE Paraprofessional, John Samuelson - \$15150.00 salary + \$4242.00 28% benefits = \$19392.00	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$22747.48 Employee Benefits: NSLA (State-281) - \$81241.00 Employee Salaries: <hr/> ACTION BUDGET: \$103988.48
ACTION 2 NSLA funds will be used to pay the cost of supplemental services for students such as distance learning fees, concurrent credit fees, or other course fees to enhance their learning experience. Courses will be evaluated by staff and administration to determine effectiveness and continuation. These courses will be over and above the 38 units required by Standards for Accreditation. NSLA funds will be used to purchase 60 laptops (at a cost of \$445.80 each, laptop accessories (\$1200.00) and 6 charging carts (at a cost of \$2052 each)for reading remediation. 2281 1590 030 014/66500 \$27947.81 2281 1590 030 014/67340 \$12312.00 NSLA funds will be used to provide Chad Cargill as a motivational/ACT Prep speaker to the junior class and to pay the fees for 1 ACT test for students. 2281 2240 030 016/63240 \$3253.33 Action Type: Equity Action Type: Technology Inclusion	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	NSLA (State-281) - \$12312.00 Capital Outlay: NSLA (State-281) - \$3253.33 Purchased Services: NSLA (State-281) - \$27947.81 Materials & Supplies: <hr/> ACTION BUDGET: \$43513.14
Total Budget:				\$147501.62

Priority 5: To provide Parental Involvement Support to parents and teachers.

Supporting Data: 1. PARENTAL INVOLVEMENT RATES: 2014/2015 Open House: 41% 2013/2014 Open House: 38% Fall Parent-Teacher Conference: 34% Spring CAPS Night: 53% 2012/2013 Open House: (no data) Fall Parent-Teacher Conference: 19% Spring Parent-Teacher Conference: 22% 2011/2012 Open House: 42% Fall Parent-Teacher Conference: (no data) Spring Parent-Teacher Conference: 25% 2010/2011 Open House: (no data) Fall Parent-Teacher Conference: (no data) Spring Parent-Teacher Conference: (no data)

Goal It is the goal of Jessieville High School to include parents in all aspects of their child(ren)'s education.

Benchmark In the 2014-2015 school year, parents will play a more active role at Jessieville High School.

Intervention: INTERVENTION 1 School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

Scientific Based Research: Fan, Xitao and Chen, Michael. (2001). Parental involvement and students' academic achievement: a meta-analysis

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 6 Parents will be able to be kept abreast of happenings at Jessievile High School via the Jessievile High School website. Action Type: Parental Engagement Action Type: Title I Schoolwide	Toby Packard. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
ACTION 5 After receiving a letter explaining how to use Home Access Center, parents will be given a PIN number to be able to access students' grades, missing assignments, etc from any Internet enabled device. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Toby Packard, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
ACTION 1 Teachers will routinely contact parents on an individual basis via phone call, email, text messaging, and letters home. Action Type: Parental Engagement Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 7 School Reach Phone and Text System will be used to alert parents when a student is absent or tardy and remind them of upcoming events and announcements regarding Jessievile High School Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Ron Looper, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
ACTION 3 Each quarter, a designated student organization will sponsor a parent night where student work/projects from all across the curriculum are showcased. Sign-in sheets will monitor parent attendance. Title I funds will be used to purchase light refreshments and additional supplemental, extra materials for our parent resource center. These costs are over and above district parent involvement requirements. Materials and supplies to be purchased include poster-boards, parent-project books, and parent make-and-take supplies. 6501 2170 030/66100 \$1500 Action Type: Collaboration Action Type: Parental Engagement	Leigh Ann Back	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
ACTION 9 Parents will be made aware of resources such as books and magazines located in our Parent Resource Centers and will be given the opportunity to check out materials, use the computer to check grades, and visit educational websites such as the ADE "Tools for Parents." The school will open the resource center at hours that are convenient to the parents. The high school library/parent resource center will be open two nights per week for two hours per night to allow parents and students access to books, computers, wifi, and other resources beyond traditional school hours. Action Type: Parental Engagement	Leigh Ann Back/Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff School Library Teachers 	ACTION BUDGET: \$
ACTION 4 Title I funds will be used to purchase "Daily Tips for Parents" and a monthly newsletter, "High School Parents Make the Difference", in English and Spanish, both to be posted on the school website. 6501 2170 030/66100 \$383.00 Action Type: Parental Engagement	Melissa Speers/Director of Special Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	Title I - Materials & Supplies: \$383.00 ACTION BUDGET: \$383
ACTION 8 The school district will designate a certified staff person, Leigh Ann Back, to serve as a parent facilitator in order to organize training for staff and parents along with providing training annually for volunteers who assist in an instructional program for parents. These efforts are to ensure that parental participation is recognized as an asset to academic performance.	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
ACTION 2 CAPS night will be scheduled to involve parents of high school students in decisions affecting course selection, career planning, and preparation for post-secondary opportunities for their students. Action Type: Parental Engagement	Toby Packard/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$1883

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Bonnie Utter	Family and Consumer Science	Wellness
Classroom Teacher	Brittany Akin	Science	Math
Classroom Teacher	David Robinson	Social Sciences	Literacy
Classroom Teacher	DeAnn Bliss	Business	Parental Involvement
Classroom Teacher	Don Phillips	Coach	Wellness
Classroom Teacher	Eddie Lamb	Coach	Wellness
Classroom Teacher	Erin Radke	English	Literacy
Classroom Teacher	Frankie Kemp	English	Literacy
Classroom Teacher	Jackie Balentine	Teacher's Aid	Math
Classroom Teacher	James Jacques	EAST	Graduation Rate
Classroom Teacher	Jamie Saveall	Physical Education	Wellness
Classroom Teacher	Jeff Forbess	Foreign Language	Literacy
Classroom Teacher	Judy Duke	Special Education	Wellness
Classroom Teacher	Kayla Ellison	Special Education	Literacy
Classroom Teacher	Kimberley Cozzi	English	Literacy
Classroom Teacher	Leigh Ann Back	Math	Parental Involvement
Classroom Teacher	Liz Schiefer	Science	Math
Classroom Teacher	Loren Lewis	English/Broadcasting	Literacy
Classroom Teacher	Lydia deSambourg	Choir	Literacy
Classroom Teacher	Matt Carter	Basketball/history teacher	Wellness
Classroom Teacher	Nicholas Shurtleff	Band Teacher	Math
Classroom Teacher	Rana Ward	Art	Literacy
Classroom Teacher	Ryan Morton	Teacher	Literacy
Classroom Teacher	Ryan O'Neal	Health	Wellness
Classroom Teacher	Stephanie Riley	Math	Math
Classroom Teacher	Taylor Lewis	Math	Math
District-Level Professional	Melissa Speers	District Project Coordinator	Graduation Rate
Non-Classroom Professional Staff	Beth Stone	Librarian	Literacy
Non-Classroom Professional Staff	Cardella Spruell	Nurse	Wellness
Non-Classroom Professional Staff	Chris Benson	Counseling Assistant	Graduation Rate
Non-Classroom Professional Staff	Debbie Oswalt	Counselor	Graduation Rate
Non-Classroom Professional Staff	Dena Davis	Teacher's Aid	Literacy
Non-Classroom Professional Staff	Jody Kidwell	Tutoring Program	Graduation Rate
Non-Classroom Professional Staff	Rhonda Applegate	Secretary	Parental involvement
Non-Classroom Professional Staff	Sandy Harper	Distance Learning	Parental Involvement
Non-Classroom Professional Staff	Traci Robertson	Sports Arena Manager	Parental Involvement
Non-Classroom Professional Staff	Vicki Heath	Secretary	Wellness
Parent	Cassie Hair		Parental Involvement
Principal	Toby Packard	HS Principal	Graduation Rate