

School Plan

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NASHVILLE SCHOOL DISTRICT
600 N 4th

Arkansas Comprehensive School Improvement Plan

2011-2012

To provide service, support, and leadership to individual buildings as they provide service to all students.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Special Education

Supporting Data:

- In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. In the 2009-10 school year 26.79% of special education students were black. In the 2010-11 school year, 28.57% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 12.89% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 7.1%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Goal Reduce % of black students in special education.

Benchmark By the end of the 2011-12 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

Intervention: Disproportionality Reduction/

Scientific Based Research: Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education. Kohler, P. and Reese, J. (2005, September 20). JEdI: A powerful force in Arkansas schools. Counterpoint. Snyder, N. (2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader, pp. 1, 28-29.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|-------------------------|
| <p>Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include Orchard Software; My Reading Coach; Reading Plus; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p> | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| <p>Continue an "Early Bird" Program to prepare targeted pre-school students for a successful kindergarten experience. Identified students will be invited to participate in a summer school pre-literacy program. The program is designed to acquaint targeted students with getting ready to learn skills. The student will be more familiar with the learning expectations of the kindergarten curriculum when the school year begins. Teachers will be hired and supplies purchased to implement the program. Deficit areas will be addressed to build student performance.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p> | Shirley Wright | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>"My Reading Coach" software will continue to be utilized to target high-risk students. This software addresses the 5 basic reading components. This software guarantees success in reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of students to participate in this program. The software has an internal evaluation component to measure the individual progress of each participating student.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p> | Shirley Wright | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>After-School Tutoring will be offered to struggling students with a high risk of failure. Teachers will be hired and supplies purchased to implement the program. The program will allow a low teacher/student ratio. Instruction will address literacy skills and math skills each week. Test data from the 2011-12 basic skills battery will be used to evaluate student progress.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education</p> | Shirley Wright | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Teachers | <hr/> ACTION BUDGET: \$ |
| Introduce the Orchard Software to supplement | Daryl | Start: | | <hr/> |

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|--|-----------------|--|--|-------------------|
| <p>instructional strategies for language arts, math, and science. Software will identify specific deficit areas for each student. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p> | McJunkins | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |
| <p>Summer school will be offered in July of 2012. Curriculum will focus on benchmark release items to address academic improvement plans. Evaluation will reflect benchmark assessments related to the students' areas of deficiency to determine student progress.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p> | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Performance Assessments ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |
| <p>Continue a Language Enrichment class to address special language needs of entering kindergarten students with a primary language other than English. This small class instruction will explore instructional English to enhance the acquisition of skills in the general education kindergarten classroom. The intent of this program is to reduce the referral of LEP students which may inadvertently result in misidentification of the LEP population. Evaluation will be conducted by comparing the pre-assessment data with post-assessment results at the end of the second semester.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p> | Shirley Wright | Start: 06/01/2011 End: 07/31/2012 | <ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers | ACTION BUDGET: \$ |
| <p>"Reading Plus" software will be used in the computer lab and after school tutoring to continue to build reading skills of students who have completed the "My Reading Coach" program. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education</p> | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> ● Computers ● Performance Assessments ● Teachers | ACTION BUDGET: \$ |
| <p>Rosetta Stone software is a scientifically, research-based program designed to increase a student's fluency, comprehension, vocabulary, phonic use, and phonemic awareness. This web based program allows students to improve English language skills to enhance their performance in the general education classroom. The utilization of this program will reduce the inadvertent misidentification of the LEP population. The management system tracks student progress and allows for pre and post testing and placement in the curriculum.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p> | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |

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|--------------------------------|--|--|--|-----|
| Action Type: Special Education | | | | |
| Total Budget: | | | | \$0 |

Priority 2: To provide administrative support through extended use of state and federal funds to increase student achievement in literacy and mathematics for all students in the Nashville School District.

- Supporting Data:
1. Criterion-referenced test: Primary (Grade 4) Benchmark Examination 2006, 72.9% of the combined population scored proficient or advanced on the Mathematics section of the ACTAAP. Data shows that gender and ethnicity affect academic performance. 13.2% of the SES students scored below basic and 27.6% of the African-American students scored below basic.
 2. Criteria-referenced test: Intermediate (Grade 6) Benchmark Examination 2006, 74% of the combined population scored proficient or advanced in Mathematics. 10.5% of the students scored below basic and 15% score basic. Gender and ethnicity were factors that must be addressed with 12% of these populations scoring below basic. All students covered by IDEA scored below basic. 28% of the SES students scored below basic and basic and 30% of the African-American students scoring basic or below.
 3. On our school report card, our graduation rate has increased in the past three years. Since this is included in determining "safe harbor", this is a area that we will still focus on for improvement. For the 03-04 AYP, our graduation rate was 73.9 for grades 9-12. For the 05-06 AYP, our graduation rate was 93.3%.
 4. Nashville Primary students took the reading sections of the Iowa Basic Skills test in May 04 as a requirement of the AR Reading First Grant. Kindergarten scored 55%, first grade scored 62%, second grade scored 54%, and third grade scored 46%.
 5. On our school report card, our attendance rate has increased for the past three years. For the 03-04 school year our attendance rate was 91%, and for the 05-06 schol year it was 96.5%. This will be an area that we will continue to focus on for improvement.

Goal Provide service to buildings as they enhance literacy and math skills.

Benchmark To meet or exceed AYP standards, by a minimum of 1%, developed by Arkansas Department of Education.

Intervention: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150.
 Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998.

Scientific Based Research:

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--------------------------------------|--|---|
| Title I funds will be used to hire one part time (20%) federal coordinator to oversee spending of federal funds in the district. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct programs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education | Doug Graham | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | Title I - Other \$1000.00 Objects: Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$21552.00 Title I - Employee Benefits: \$4786.00 <hr/> ACTION BUDGET: \$28838 |
| Title I funds will be used to provide staff development and purchase materials to support training of all personnel in Nashville Public Schools. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct in-service training. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation | Joe Kell | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers Title Teachers | Title I - Purchased Services: \$33229.00 <hr/> ACTION BUDGET: \$33229 |

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|---|--------------------|--|---|--|
| <p>Title I funds will be used to service identified Homeless students in the Nashville School District. Action Type: Equity</p> | <p>Joe Kell</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>Title I - Materials & \$1000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1000</p> |
| <p>NSLA funds will be used to provide staff development to support training of all personnel in the area of student achievement. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct training. Action Type: Professional Development Action Type: Program Evaluation</p> | <p>Joe Kell</p> | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>The Nashville School District will contract with area cooperatives to provide training for all staff members in the area of student achievement. The Nashville School will contract with specialist to train our teachers in the area of student achievement. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p> | <p>Joe Kell</p> | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>NSLA funds will be used for the Nashville School District to contract with the DeQueen-Mena Cooperative for Early Childhood Education. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p> | <p>Joe Kell</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <p>NSLA (State-281) - \$50000.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$50000</p> |
| <p>The Nashville School District supports the alternative learning programs at the building level. The ALE's will be housed on the Primary, Junior High, and 6th Street campuses and each will service 15 to 25 students in grades 3-12 at one time. Instruction will concentrate in the areas of Literacy, Math, Science, and Social Studies. Character education and behavior management will also be vital parts of this program. Action Type: AIP/IRI Action Type: Equity</p> | <p>Doug Graham</p> | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>The Nashville School District will use data from criterion reference and norm reference tests to evaluate the effectiveness of the different programs funded by State Categorical and Title funds. Documentation will be gathered by each building in the district and the data will be evaluated by teachers, parents, community leaders, administrators, and students to determine effectiveness. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p> | <p>Joe Kell</p> | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Title VI funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing</p> | <p>Joe Kell</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff | <p>Title VI State - \$10000.00 Purchased Services:</p> |

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| <p>student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p> | | | <ul style="list-style-type: none"> • Outside Consultants • Teachers | <hr/> <p>ACTION BUDGET: \$10000</p> |
| <p>Title VI funds will be used to contract with outside sources to provide Target Assessments for students in grades 3-11 and data disaggregation. Target Assessments are formative assessments that will be used to improve student achievement on the Benchmark and EOC Exams.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | Joe Kell | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers | <p>Title VI State - Purchased Services: \$20000.00</p> <hr/> <p>ACTION BUDGET: \$20000</p> |
| <p>Title III funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing ELL student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas.</p> <p>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</p> | Jodi Jackson | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>NSLA funds will be used for the purpose of purchasing technology equipment and software, and to provide professional development for teachers and administrators to enhance learning through technology.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p> | Joe Kell | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Title I funds will be used to increase parent involvement. Parent centers will be housed at each campus. The counselor will have family kits available for parents and students which meet the needs of the individual families. The parent centers will have parenting magazines and other materials regarding responsible parenting. Parent-Teacher conferences will be held twice each school year.</p> <p>Action Type: Equity Action Type: Parental Engagement</p> | Joe Kell | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Title Teachers | <p>Title I - Materials & Supplies: \$5176.00</p> <hr/> <p>ACTION BUDGET: \$5176</p> |
| <p>Title I funds will be used to provide Supplemental Educational Services for our students that did not score at the proficient level on the Benchmark Exam. Funds will be used at the Elementary and Primary buildings.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | Douglas Graham | <p>Start: 07/01/2010 End: 06/30/2011</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Title VI funds will be used for the purpose of purchasing technology equipment and software, and to provide professional development for teachers and administrators</p> | Joe Kell | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Central Office | <p>Title VI State - Materials & Supplies: \$23896.00</p> |

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|--|--|--|--|---|
| to enhance learning through technology. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | | | <ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers | Supplies: ACTION BUDGET: \$23896 |
| Total Budget: | | | | \$172139 |

Priority 3: The Nashville School District will provide Safe and Drug Free Schools.

- Supporting Data:
1. Increase discipline bus referrals from 2002-2004. One incident of dangerous weapon that included expulsion of student.
 2. In 2002-2003 a 10% increase in discipline and counseling referrals was evident at the primary school. Character education and character development were determined to be an area of weakness by the Primary Advisory Committee.
 3. APSCN data on student discipline showed a 5% increase in discipline referrals at Nashville Elementary. Attendance has slight decline at NES.

Goal Nashville School District will maintain a safe and drug-free environment.

Benchmark The Nashville School District report card will show a 5% improvement in student attendance and a 5% decrease in student discipline referrals.

| Intervention: Drug Prevention/Character Education/Stein, Rita, etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for Supervision and Curriculum Development | | | | |
|--|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Establish Parent Information Center in each school with timely information on bullying, violence in schools, and drug abuse. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation | Vanessa Keaster | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Programs which will promote a drug free lifestyle will be used while incorporating age appropriate activities. Implement character education program "Literacy & Values". Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Vanessa Keaster | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Data from APSCN, school report card and student discipline files will be disaggregated and used in planning and revising the actions and strategies. Action Type: Program Evaluation | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| Provide training for counselors and other staff members in character education programs. Action Type: Professional Development | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants | ACTION BUDGET: \$ |
| Services of a professional motivational speakers will be acquired to re-inforce a safe and drug-free school. Action Type: Collaboration Action Type: Equity | Vanessa Keaster | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: To provide support through extended use of state and federal funds to increase student achievement in literacy and mathematics for all students in the Nashville School District.

Supporting Data:

Goal To provide resources, support, and professional development to school who are on school improvement.

Benchmark All students will meet or exceed AYP standards set by the Arkansas Department of Education.

| Intervention: Support Schools in meeting AYP | | | | |
|---|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150. Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Nashville School District will support Nashville Elementary in the actions that are being implemented to help their students meet AYP. Support will be administrative in nature and be in the form of technical assistance. Support will include the allocation of funds; providing resources for parental involvement and contact; curriculum alignment, professional development; new curriculum implementation; after school tutoring; summer school; and data disaggregation. 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 | Doug Graham | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| Nashville School District will support Nashville Elementary by assisting in the organization and presentation of professional development. Professional development will concentrate on best practices and interventions to better help our students succeed. 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 Action Type: Title I Schoolwide | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers | ACTION BUDGET: \$ |
| Evaluation of success will be the student progress towards proficiency on teacher made assessments, target assessments, the Benchmark Exams, and meeting AYP. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide | Douglas Graham | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| 1003A grant funds will be used at Nashville Elementary School (NES) to provide a School Improvement Specialist to work with the school principal. The following activities will be a part of the 1003a funding; develop a Professional Learning Community in NES, Implement data analysis using Root Cause Analysis to determine the cause of the current problems identified by the data, Curriculum Alignment using the "NEW" common Core State Standards, develop Common Assessments to improve instruction, improved instruction strategies (\$50,000). Action Type: SIF 1003(a) 09-10 | Douglas Graham | Start: 08/24/2010 End: 06/30/2011 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |
| Intervention: 1003A Grant funds will be used to implement the following: | | | | |
| Scientific Based Research: | | | | |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|-----------|-------------------|
| 1003A grant funds will be used at Nashville Elementary School (NES) to provide a School Improvement Specialist to work with the school principal. The following activities will be a part of the 1003a funding; develop a Professional Learning Community in NES, Implement data analysis using Root Cause Analysis to determine the cause of the current problems identified by the data, Curriculum Alignment using the "NEW" common Core State Standards, develop Common Assessments to improve instruction, improved instruction strategies (\$50,000). Action Type: SIF 1003(a) 09-10 | Douglas Graham | Start: 08/24/2010 End: 06/30/2011 | | ACTION BUDGET: \$ |
| Additional Professional Development activities will be provided to improve technology use with the expectation of increased student achievement. Marzano High Yield strategies using technology will be the primary focus of this PD. (\$25,000) Action Type: SIF 1003(a) 09-10 | Douglas Graham | Start: 08/24/2010 End: 06/30/2011 | | ACTION BUDGET: \$ |
| 1003A funds will be spent to send approximately 20 staff members to a three day PLC Conference in Hot Springs during the summer of 2011 featuring Dr. David Sousa as the keynote speaker. (\$24,400) Action Type: SIF 1003(a) 10-11 | Douglas Graham | Start: 08/24/2010 End: 06/30/2011 | | ACTION BUDGET: \$ |
| 1003A funds will be used to purchase materials and supplies that will enhance instruction and presentation of teaching strategies learned during the Professional Development. (\$5,394) Action Type: SIF 1003(a) 10-11 | Douglas Graham | Start: 08/24/2010 End: 06/30/2011 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 5: To provide support through extended use of Title III and ELL funds to increase student achievement in literacy and mathematics for all ELL students in the Nashville School District.

Supporting Data:

Goal To Provide resources, support and professional development to schools with ELL populations.

Benchmark All ELL students will improve in language acquisition and AYP scores in Math and Literacy.

| Intervention: Support Schools meeting the needs of ELL/ESL students. | | | | |
|--|--------------------|--|---|-------------------|
| Scientific Based Research: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150. Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| ELL and Title III funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing ELL student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Nashville School District will support all schools in the efforts to improve the language acquisition skills by training teachers in research based techniques that will address the needs of our ELL students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments | ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--------------------------------------|---|-------------------|
| Action Type: Technology Inclusion | | | <ul style="list-style-type: none"> • Teachers | |
| Evaluation of success will be the student progress towards proficiency on ELDA test. Success will also be measured by the students improvement on teacher made assessments, target assessments, the ACTAAP, and meeting AYP. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion | Douglas Graham | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 6: To provide leadership support that will improve the leadership skills of district and building level administrators.

Supporting Data:

Goal Nashville Public School administrators will lead, participate in, and attend professional development that will improve the leadership skills of district and building level administrators.

Benchmark District and building level administrators will analyze student test data to develop strategies that will address the identified weak areas of student performance on ACTAAP tests and formative assessments given throughout the school year.

| Intervention: Administrators will attend professional development that will improve their leadership skills. | | | | |
|--|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Administrators will attend professional development provided by the DeQueen-Mena Coop Summer Administrators Institute that addresses fiscal management, data disaggregation, technology, and parental involvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants | ACTION BUDGET: \$ |
| School Administrators will attend the AAEA Summer Conference in Little Rock. Topics will address best practices, improving student achievement, Smart Accountability, legal updates, technology, improving student engagement, and proven strategies that improve student performance. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion | Douglas Graham | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants | ACTION BUDGET: \$ |
| District leadership team will attend meetings throughout the school year with the State Specialty Team at the DeQueen-Mena Coop. Strategies that are being implemented to help our students meet AYP will be the main topic of discussion. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development | Douglas Graham | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers | ACTION BUDGET: \$ |
| District Administrators will act as a resource for building | Douglas | Start: | | |

| | | | | |
|---|--------|----------------------------------|---|-------------------|
| level administrators, academic facilitators, and teachers to help meet the needs of all students in our district. Action Type: AIP/IRI 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 Action Type: Title I Schoolwide Action Type: Wellness | Graham | 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● Computers ● District Staff ● Outside Consultants ● Teachers ● Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

● Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|-----------------|-------------|-----------|
| Community Representative | Dr. Glenn Lance | member | Steering |
| District-Level Professional | Daryl McJunkins | member | Steering |
| District-Level Professional | Doug Graham | Member | Steering |
| District-Level Professional | Joe Kell | Chairperson | Steering |
| District-Level Professional | Tina Conzel | member | Steering |
| Non-Classroom Professional Staff | Vanessa Keaster | member | Steering |
| Principal | Latito Williams | Member | Steering |
| Principal | Rick Rebsamen | Member | Steering |
| Principal | Shirley Wright | member | Steering |
| Principal | Tate Gordon | member | Steering |

School Plan

[Print Version](#)

NASHVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

The mission of the Nashville High School is for the students, faculty, staff, and community to provide an environment that promotes academic, social and emotional welfare for all students regardless of race, sex, socio-economic background, or academic performance level. Nashville High School exists to prepare our students to succeed as adults in a changing society.

Grade Span: 10-12

Title I: Not Applicable

School Improvement: MS

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Priority 1: Mathematics

Goal: To improve students' mathematical problem solving skills so that they will become college and career ready.

Priority 2: Literacy

Goal: All NHS students will improve their reading and writing skills across the curriculum for college and career readiness.

Priority 3: Special Education

Goal: To show improvement in special education student achievement.

Priority 4: Wellness

Goal: To improve the nutritional education and physical fitness of students, staff members, and parents so that they will develop lifelong health habits.

Priority 5: Leadership

Goal: NHS administrators will receive required in-service in instructional leadership, fiscal management, disaggregating data, parent involvement, and technology.

Priority 6: ELL/Title III

Goal: To provide resources, support and professional development to our students and teachers of our ELL population.

Priority 1: All NHS Students will improve their mathematics skills and become college and career ready.

Supporting Data:

1. Needs Assessment: In 2011, the overall status for Math was "ALERT." None of our sub-populations met status in math. Our lowest scoring tested area was Triangles and Open Responses.
2. We formed a Math Leadership Team and analyzed the test scores from the 2011 administration of the Geometry EOC exam. This data will be used to determine progress of students and the programs that are being used in our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our curriculum, instruction, assessment, and professional development practices to better meet the needs of our students as we move to the common core.
3. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the mathematics priority: Students need to improve on Triangles and Open Responses for college and career readiness. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, as an entire faculty monthly so that we can review formative classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal To improve students' mathematical problem solving skills so that they will become college and career ready.

Benchmark To meet the Adequate Yearly Progress (AYP) as defined by the State on the End-of-Course Geometry exam.

Intervention: Develop and implement a NCTM standards and Arkansas state frameworks based curriculum; while progressing toward the Common Core Standards.

Scientific Based Research: Payne, Ruby, Framework for Understanding Poverty; online resource: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/60/ec.pdf; Relationship Between Professional Development, Teachers' Instructional Practices, and the Achievement of Students in Science and Mathematics. By: Huffman, Douglas; Thomas, Kelli; Lawrenz, Frances. School Science & Mathematics, Dec2003, Vol. 103 Issue 8, p378, 10p, 6 charts; An Exploration of Change in Teacher's Beliefs and Practices during Implementation of Mathematics Standards. Brosnan, Patricia A.; And Others; Ohio State Univ., Columbus., 1994 - available online at http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/27/3b/a4.pdf; A Report on Advances in Secondary Mathematics Curriculum Development in the United States and Imminent New Directions: Core-Plus Mathematics as a Case Study. Ziebarth, Steven W., 2003 - available online at: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/28/07/92.pdf

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|-------------------|
| <p>Each math teacher writes a Professional Growth Plan (PGP) that focuses on improving mathematics instruction. The focus is on the best practices in teaching mathematics and performance assessments. Each teacher documents professional development activities, teaching strategies, administered formative EOC test items, and sample student works in each math teacher's PGP notebook. The PGP for upper level math teachers focuses on improvement of ACT mathematics scores and the transition to the Common Core.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p> | Kim Slayton | <p>Start: 06/01/2011 End: 05/30/2012</p> | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| <p>Each mathematics teacher develops lesson plans that are aligned to the Arkansas frameworks/Common Core Standards. The framework/Common Core numbers are recorded on lesson plans. A copy of each lesson plan is filed on the NHS server.</p> <p>Action Type: Alignment</p> | Kim Slayton | <p>Start: 06/01/2011 End: 05/30/2012</p> | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>Math teachers attend in-service activities that focus on math pedagogy, increasing student achievement, and EOC testing, as well as, workshops on transitioning toward the Common Core. Through our collaboration with local universities and educational cooperatives, math teachers are sent to any appropriate training offered by these institutes.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p> | Kim Slayton | <p>Start: 06/01/2011 End: 05/30/2012</p> | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |
| <p>Each teacher researches and reviews Benchmark and EOC released items and performance assessments. Teachers will use released items or items of their own development to administer to their students. Math teachers are expected to use as many EOC formatted formative assessments as necessary to get their students prepared for the EOC tests.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p> | Allyson Tollett | <p>Start: 06/01/2011 End: 05/30/2012</p> | <ul style="list-style-type: none"> Performance Assessments | ACTION BUDGET: \$ |
| <p>NHS will hold one seminar in the spring to inform the parents of senior students about financial aid for college. Newsletters and informational letters are disseminated throughout the year.</p> <p>Action Type: Parental Engagement</p> | Kelli Webb | <p>Start: 06/01/2011 End: 05/30/2012</p> | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| Amy Bearden is the parent coordinator at | Fran | Start: | | |

| | | | | |
|---|-------------------------------|--|---|-------------------|
| NHS. She provided inservice to the faculty at NHS in the required two hours of inservice in parent involvement on August 10, 2011. NHS has a parent center that houses parenting magazines and other materials regarding responsible parenting. Parents are able to access not only these resources, but also a computer lab. The lab is open for parents, students, and community members upon request. Action Type: Parental Engagement | Strawn/Kelli Webb/Amy Bearden | 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Computers • District Staff • School Library | ACTION BUDGET: \$ |
| Nashville High School sponsors two parent/teacher conferences and one open house each year. Action Type: Parental Engagement | Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| NHS will submit a notice to the local newspapers honoring parents who attended parent-teacher conferences. Action Type: Parental Engagement | Amy Bearden | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| The mathematics coach will meet with the math department each month to assure that the frameworks/common core standards are being covered, analyze data and discuss testing issues. Action Type: Alignment Action Type: Program Evaluation | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| The math facilitator will work with the faculty to help create math open response and triangle items teachers can use in their discipline, as needed. Action Type: Professional Development | Kim Slayton/Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| NHS requires supplemental services (i.e. Math Lab) for students who do not score proficient or advanced on the Algebra I (given at junior high) and Geometry EOC examinations. Students stay in the Math Lab for one semester. Students are given an assessment, developed by the Math Lab teacher, to determine if they have reached proficiency. Math Lab is taught by a certified mathematics teacher. Action Type: Program Evaluation | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Student Academic Improvement Plans (AIP) are completed for each student who is not proficient on the Algebra I or Geometry EOC tests. These AIP's are completed by the Math Lab teacher. The instructor works to make sure that all AIP's are used in the student's supplemental math class and are signed by a parent. When necessary, a parent may meet with the teachers to discuss modifications/suggestions that need to be made to the AIP. Action Type: AIP/IRI Action Type: Parental Engagement | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Through the University of Arkansas—Cossatot Campus, we offer 32 concurrent college hours at NHS. Action Type: Collaboration | Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| The 10-12 math facilitator will attend inservices provided by the Arkansas Department of Education throughout the year concerning EOC Geometry and Common Core Standards. Action Type: Professional Development | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Outside Consultants | ACTION BUDGET: \$ |
| The 10-12 math facilitator will give the | Allyson Tollett | Start: | | |

| | | | | |
|---|-----------------|--|---|---|
| student summary report to the students who scored proficient or advanced on the EOC Algebra I or Geometry test to take home and share with their families. This will allow communication between the math facilitator, math teachers, and parents as to the advancement in the students' mathematics skills on EOC tests. Action Type: Parental Engagement | | 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |
| NHS will employ a lead math teacher as a math facilitator for one period a day during each semester. She will work with teachers to implement math skills across curriculum areas. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Computers Teachers | NSLA (State-281) - \$2766.00 Employee Benefits: NSLA (State-281) - \$5016.00 Employee Salaries: ACTION BUDGET: \$7782 |
| The NHS math department will use several forms of assessments to evaluate use of interventions and actions. These include target tests,EOC exams,performance assessments, and monthly department meetings. | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$7782 |

| Intervention: Offer several forms of remediation/tutoring for students in mathematics | | | | |
|--|--------------------------------|--|--|---|
| Scientific Based Research: Educational Leadership; Apr97, Vol. 54 Issue 7, p46, 2p, 2c. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| NHS offers after-school tutoring for those needing assistance in math and for ACT preparation 4 times per week during the school year as requested by students. Action Type: AIP/IRI Action Type: Equity | Kelli Webb and Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Teachers | NSLA (State-281) - \$2000.00 Employee Benefits: NSLA (State-281) - \$10000.00 Employee Salaries: ACTION BUDGET: \$12000 |
| NHS offers a two week ACT preparation program in mathematics each summer. Action Type: Equity | Holly Couch | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| The NHS math department will use math lab results, APEX, and ACT test results to assess the effectiveness of the remediation program. | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$12000 |

| Intervention: Nashville High School offers Advanced Placement Calculus AB. | | | | |
|--|--------------------|----------|-----------|-----------------|
| Scientific Based Research: Research Link / http://apcentral.collegeboard.com/colleges/research/0,3060,154-181-0-2014,00.html | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |

| | | | | |
|---|-----------------|--|--|-------------------|
| The NHS math department will review various test scores, from the previous years for the placement of AP Calculus students. Modifications and additional actions will be discussed after the test scores are analyzed. Action Type: Program Evaluation | Allyson Tollett | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: All NHS students will improve their Literacy Skills and become college and career ready.

- Needs Assessment: In 2011, the overall status for Literacy was "Met Standard." The following sub-populations met Safe Harbor in Literacy: Caucasian (76.1) and Economically Disadvantaged (67.1). Our 3-year data shows that our test scores have improved in all sub-population areas. Our lowest scoring tested areas are in Reading Literary Passage Multiple-Choice Questions and Writing in the area of style.
- We formed a Literacy Leadership Team and analyzed the test scores from the 2011 administration of the EOL Literacy exam. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our sub-populations as we move to the common core.
- Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Students need to improve their reading and writing skills across the curriculum for college and career readiness. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the directions, and focus, of our classroom instruction.
-

Supporting Data:

Goal All NHS students will improve their reading and writing skills across the curriculum for college and career readiness.

Benchmark To meet Adequate Yearly Progress (AYP) as defined by the State on the 11th grade Literacy exam.

| Intervention: Implement a Literacy-Across-the-Curriculum Program | | | | |
|--|------------------------------|--|--|-------------------|
| Scientific Based Research: SREB Research - Literacy Across the Curriculum; SREB Research Setting and Implementing Goals for Grades Six through 12; SREB Research - Using Data to Improve Students' Literacy Achievement; SREB Research - What School Principals Need to Know about Curriculum and Instruction; Brain-Based Learning - Eric Jensen; "Opening our eyes to the power of technology" - Maria Monaco Reading Today Volume 26 No. 3 Dec 08/Jan 09 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| All teachers (except math teachers) write a Professional Growth Plan (PGP) that focuses on improving literacy. Action Type: Alignment Action Type: Professional Development | Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| Each English teacher develops lesson plans that are aligned to the Arkansas language arts frameworks/common core standards. The framework numbers/ common core numbers are recorded on the lesson plans. All History, Science, and Technical Subjects will use their content frameworks and add CCSS for reading. *Goals and objectives are listed in each classroom daily. *A copy of each lesson plan is filed electronically in the principal's office. *English Language Arts teachers use the Holt, Rhinehart, and Winston texts that include technology lessons. Action Type: Alignment | Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| * English teachers are expected to use at least six EOL released items and develop as many EOL formatted items as necessary to prepare students for the EOL test. * Content | Vickie Beene and Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance | ACTION BUDGET: \$ |

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|--|--|--------------------------------------|--|---|
| teachers will develop two lessons per semester that correlate to Common Core State Standards. Common Core Standard Lessons will be documented in PGP notebooks. Action Type: Alignment Action Type: Program Evaluation | | | Assessments | |
| The English department will meet periodically to discuss literacy needs, ideas, and suggestions for improving literacy at NHS. Data from Target Tests will also be reviewed. Action Type: Collaboration | Vickie Beene and Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| English teachers attend in-service that focuses on English pedagogy, increasing student achievement, and EOL testing. * The Literacy Coach will attend inservices provided by the Arkansas Department of Education throughout the year concerning the EOL Exam. * Our Professional Library has been updated and is available to any staff member. *In-services or individual help will be given, as needed, to teachers in areas of reading and writing. * We are committed to getting the appropriate training to all our faculty which will enable them to help students improve their literacy skills and become college and career ready. Action Type: Alignment Action Type: Professional Development | Vickie Beene, Tate Gordon, and Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Outside Consultants | ACTION BUDGET: \$ |
| To promote parental engagement, NHS will: *Maintain a parent center in the school office that houses parenting magazines and materials. *sponsor two parent-teacher conferences and one open house yearly. *submit a notice to local newspapers honoring parents who attended scheduled parent-teacher conferences. Action Type: Parental Engagement | Kelly Webb and Amy Bearden | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Community Leaders Teachers | ACTION BUDGET: \$ |
| NHS will employ an English teacher as Literacy Coach for one period a day. She will work with teachers to implement reading and writing skills across all curriculum areas and disaggregate data for teacher use. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | Vickie Beene and Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> District Staff Teachers | NSLA (State-281) - Employee \$1245.00 Benefits: NSLA (State-281) - Employee \$5035.00 Salaries: <hr/> ACTION BUDGET: \$6280 |
| NHS uses Target Testing from the DeQueen-Mena Co-Op. Sophomores and juniors are tested two to three times during the semester they are enrolled in English. Data is used to drive instruction. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion | Vickie Beene and Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| NHS has implemented Stop and Read time for students in English classes daily. Students also have access to Kindles for reading and research. The English department has also implemented an Incentive Reading Program to encourage reading for pleasure. Action Type: Collaboration | Vickie Beene and Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> School Library Teachers | NSLA (State-281) - Materials & Supplies: \$5000.00 <hr/> ACTION BUDGET: \$5000 |
| The literacy coach will work with struggling students in small groups or individually to | Vickie Beene and | Start: 06/01/2011 | <ul style="list-style-type: none"> Performance | |

| | | | | |
|--|--|--|--|--|
| increase their literacy skills. These students will be chosen by test scores and teacher recommendation. Action Type: AIP/IRI | Marla Stewart | End: 05/30/2012 | Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| NHS will employ a literacy coach and history teacher who will work together to integrate English in the history classroom and to work on EOL items to improve student achievement. | Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | | NSLA (State-281) - \$25175.00 Employee Benefits: NSLA (State-281) - \$100762.00 Employee Salaries: <hr/> ACTION BUDGET: \$125937 |
| NHS will employ a certified teacher to teach a test preparation class that all 11th grade students will be required to take. The class will focus on EOL and literacy skills. | Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | | NSLA (State-281) - \$7299.00 Employee Benefits: NSLA (State-281) - \$25954.00 Employee Salaries: <hr/> ACTION BUDGET: \$33253 |
| To assess Intervention 1, NHS will use Target Tests and End-of-Level Exam and data from both. Our teachers will have meetings to discuss the strengths and weaknesses identified by these tests. Action Type: Alignment | Vickie Beene, Tate Gordon, Kim Slayton | Start: 06/01/2011 End: 05/30/2012 | • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$170470 |

Intervention: NHS will offer a Supplemental Plan / ACT preparation program.

Scientific Based Research: Beyond Class Time, Beth M. Miller, Educational Leadership, April 2001, Volume 58, Number 7.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--------------------------------|--|
| NHS will assess Intervention 2 with ACT test results. Action Type: Alignment Action Type: Technology Inclusion | Holly Couch | Start: 06/01/2011 End: 05/30/2012 | • Computers • Teachers | ACTION BUDGET: \$ |
| NHS will offer a two week ACT preparation program in English and Reading during the summer. Action Type: Equity | Holly Couch | Start: 06/01/2011 End: 06/30/2012 | • District Staff • Teachers | NSLA (State-281) - \$5100.00 Purchased Services: <hr/> ACTION BUDGET: \$5100 |
| Student AIP's are completed on each student who did not score proficient on the EOL 11th Grade Literacy Test. The senior English teacher will make sure all AIP's are complete and signed by a parent. When needed, a parent may hold a conference with the teacher and discuss any modifications that need to be made to the AIP. | Holly Couch | Start: 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |

| Action Type: AIP/IRI | | | | |
|--|----------------------------|--|---|-------------------|
| Action Type: Parental Engagement | | | | |
| Action Type: Special Education | | | | |
| Total Budget: | | | | \$5100 |
| Intervention: Nashville High School will continue to offer Advanced Placement courses in the Humanities | | | | |
| Scientific Based Research: Research Link/http://apcentral.collegeboard.com/colleges/research/0,3060,154-181-0-2014,00.html | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| All NHS English teachers have attended the AP English training. Action Type: Professional Development | Vickie Beene | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Outside Consultants | ACTION BUDGET: \$ |
| NHS will offer Pre AP English for 10th and 11th grade students and AP English for 12th grade students. Action Type: Alignment | Tate Gordon and Kelly Webb | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| * Through the University of Arkansas—Cossatot Campus, we offer 32 concurrent college hours at NHS. Action Type: Collaboration | Tate Gordon and Kelly Webb | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Outside Consultants | ACTION BUDGET: \$ |
| NHS will assess Intervention 3 with AP Exams and results. The Gifted and Talented Coordinator will require documentation of addressing GT student needs. Action Type: Program Evaluation Action Type: Technology Inclusion | Holly Couch, Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 3: Special Education

Supporting Data: 1. Needs Assessment: NHS special education teachers will continue to assess the needs of all special education students and document modifications being made for these students.

Goal: To show improvement in special education student achievement.

Benchmark: Nhs special education teachers will receive in-service on instructional strategies and modification methods for special education students.

| Intervention: | | | | |
|--|--------------------|--|-----------|-------------------|
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| ACTIONS: Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the students experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized test, interventions attempted, ect. The RTI Team will convene to examine the data, review the concerns, discuss possible early interventions services, and make recommendations. Early intervention services may include Project JEDI; My Reading Coach; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education. | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | | ACTION BUDGET: \$ |
| Schedule all special education students who do not score proficient or advanced on their previous literacy ACTAAP test into the Lit Lab. The Lit Lab allows students to practice skills in their deficit areas. The software used in the Lit Lab maintains a record of student progress that can be used as the evaluation tool of this strategy. | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | | ACTION BUDGET: \$ |

| | | | | |
|---|------------------|--------------------------------------|--|-------------------|
| Offer after-school tutoring in English and Math. This tutoring opportunity will allow students to address deficit areas with a certified teacher. Test data from the 2010-2011 basic skills battery will be used to evaluate student progress. | Tate Gordon | Start: 08/20/2011 End: 05/27/2012 | | ACTION BUDGET: \$ |
| "My Reading Coach" software will be employed to provide individualized instruction to targeted struggling readers. This software addresses the 5 basic reading components. This software guarantees success in improving reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of 10th-12th grade students to participate in this program. The "My Reading Coach" software includes assessments to monitor student progress. | Jennifer Beavert | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: Priority 4: To improve nutritional education and physical fitness.

Supporting Data: 1. Needs Assessment: NHS students will continue to improve nutritional and physical education by attending P.E. and Health classes along with participating in extra curricular activities.

Goal To improve the nutritional education and physical fitness of students, staff members, and parents so that they will develop lifelong health habits.

Benchmark To show an increase in the 2011-2012 BMI results indicating healthier lifestyles are being practiced.

| Intervention: Encourage activities and interventions that will improve nutrition and physical fitness. | | | | |
|---|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: Scientific Based Research Buchanan. (October,2005) "Getting to Wellness: Food,Fitness, and Learning for Life-What Your School Can Do". | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Promote awareness of nutrition and physical activity throughout the curriculum. Special attention will be given in health, science, and family and consumer science classes on food and the food pyramid, the human body, and activities for healthier lifestyles. Action Type: Alignment Action Type: Equity Action Type: Schoolwide Action Type: Special Education Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | <ul style="list-style-type: none"> District Staff Teachers Teaching Aids Title Teachers | ACTION BUDGET: \$ |
| Appoint a certified teacher to represent the building on the District Wellness Advisory Committee. Action Type: Equity Action Type: Schoolwide Action Type: Special Education Action Type: Wellness Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | <ul style="list-style-type: none"> District Staff Teachers Title Teachers | ACTION BUDGET: \$ |
| Follow the Arkansas Physical Education and Health Education Frameworks in grades 10- 12. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Wellness Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | <ul style="list-style-type: none"> District Staff Teachers Title Teachers | ACTION BUDGET: \$ |
| Prohibit food and beverages as rewards for academic, classroom, or sports performance. Action Type: Wellness Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Assure students that drinking water will be sold in the vending machines. Students will be taught | Tate Gordon | Start: 08/21/2011 | <ul style="list-style-type: none"> District Staff | |

| | | | | |
|--|-------------|--|---|---|
| that 8 glasses of water a day are important to the body and brain. Action Type: Wellness Action Type: Wellness | | End: 05/29/2012 | • Teachers | ACTION BUDGET: \$ |
| Provide a nutritional breakfast and lunch to all student in grades 10-12. Action Type:Wellness Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | • District Staff | ACTION BUDGET: \$ |
| Restrict students access to vending machines in the school environment. Action Type: Wellness Action Type: Wellness | Tate Gordon | Start: 08/21/2011 End: 05/29/2012 | • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| The school nurses will evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Program Evaluation Action Type: Wellness | Tate Gordon | Start: 08/26/2011 End: 05/29/2012 | • Computers • District Staff • Teachers | ACTION BUDGET: \$ |
| Nashville High School will continue to utilize the school nurse to maintain student health/wellness via daily student interactions. The nurse will also provide training and information for the wellness of all students to students, parents, teachers, and administration. Action Type: Parental Engagement Action Type: Wellness | Mary Gammil | Start: 07/01/2011 End: 06/30/2012 | • Title Teachers | ACTION BUDGET: \$ |
| The counselor will purchase academic awards for students making the honor roll at NHS. | Kelli Webb | Start: 08/12/2011 End: 05/21/2012 | | Title VI State - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000 |
| NHS will continue to present a drug awarness program for red ribbon week. | Kelli Webb | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| The guidance counselor will purchase supplies for drug awarness and character education. | Kelli Webb | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| The counselor will continue the implementation of a character education program to insure a positive, safe, and drug free school environment and will purchase drug free awarness supplies. | Kelly Webb | Start: 09/21/2011 End: 05/21/2012 | | Title VI State - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000 |
| Total Budget: | | | | \$2000 |

Priority 5: NHS administrators will attend training to improve student achievement.

Supporting Data:

Goal NHS administrators will receive required in-service in instructional leadership, fiscal management, disaggregating data, parent involvement, and technology.

Benchmark To show improvement in student achievement and teacher instruction

| | | | | |
|--|--------------------|----------|-----------|-----------------|
| Intervention: NHS administrators will attend summer in-service and provide teacher in-service. | | | | |
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| | | | | |

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|---|-------------|--------------------------------------|--|--|
| NHS administrators will attend the Administrator's Institute at DeGray. | Tate Gordon | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| NHS Administrators will attend the AAEA conference in Little Rock. | Tate Gordon | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| NHS administrators will hold monthly faculty meetings. | Tate Gordon | Start: 09/21/2011 End: 05/21/2012 | | ACTION BUDGET: \$ |
| Professional development funds will be used to provide staff development training of all personnel in the area of student achievement. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct training. | Tate Gordon | Start: 09/21/2011 End: 05/21/2012 | | NSLA (State-281) - \$18000.00 Purchased Services: ACTION BUDGET: \$18000 |
| The Nashville school district will purchase technology to enhance learning and teacher instruction. | Tate Gordon | Start: 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$18000 |

Priority 6:

Supporting Data:

Goal To provide resources, support and professional development to our students and teachers of our ELL population.

Benchmark Literacy and ESL teachers will be provided the necessary resources and professional development to improve the ELL program at NHS.

| | | | | |
|--|---|--------------------------------------|-----------|-------------------|
| Intervention: Changes and improvements to the ELL program at NHS will be determined by Literacy and ELDA test scores along with student documentation collected from literacy and ESL teachers. | | | | |
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| ESL students will be placed in small group settings for English and accessed by literacy and ELDA test scores along with student documentation and placed in an appropriate class setting for the following school year. | Kim Newton, Jodi Jackson & Vickie Beene | Start: 06/01/2011 End: 05/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

● Planning Team

| Classification | Name | Position | Committee |
|-------------------|-----------------|----------|-------------|
| Classroom Teacher | Aleshia Erwin | Member | Mathematics |
| Classroom Teacher | Allyson Tollett | Member | Mathematics |
| Classroom Teacher | Amy Bearden | Member | Literacy |
| Classroom Teacher | Angela Bell | Member | Mathematics |
| Classroom Teacher | Brian Bearden | Member | Mathematics |
| Classroom Teacher | Christie Hanney | Member | Mathematics |
| Classroom Teacher | David Schwope | Member | Literacy |
| Classroom Teacher | Doyle Green | Member | Mathematics |
| Classroom Teacher | Drew Tollett | Member | Mathematics |
| Classroom Teacher | Fran Strawn | Member | Literacy |
| Classroom Teacher | Freddie Horne | Member | Literacy |
| Classroom Teacher | Holly Couch | Member | Literacy |

| | | | |
|----------------------------------|----------------------|----------------------|-------------|
| Classroom Teacher | Jennifer Beavert | Member | Mathematics |
| Classroom Teacher | Jodi Jackson | Member | Mathematics |
| Classroom Teacher | John Robert Schirmer | Member | Literacy |
| Classroom Teacher | Judy Jones | Member | Literacy |
| Classroom Teacher | Julie Wakley | Member | Literacy |
| Classroom Teacher | Kiesha Shelton | Member | Mathematics |
| Classroom Teacher | Kim Newton | Member | Mathematics |
| Classroom Teacher | Lisa Wesson | Member | Literacy |
| Classroom Teacher | Marla Stewart | Member | Literacy |
| Classroom Teacher | Michael Herron | Member | Mathematics |
| Classroom Teacher | Patricia Stinson | Member | Literacy |
| Classroom Teacher | Paul Ernest | teacher | literacy |
| Classroom Teacher | Sara Beth Herron | Member | Mathematics |
| Classroom Teacher | Scott Hathcoat | Member | Mathematics |
| Classroom Teacher | Scott Horne | Member | Mathematics |
| Classroom Teacher | Sharon Horne | Member | Literacy |
| Classroom Teacher | Shawn Steuart-Dale | Member | Literacy |
| Classroom Teacher | Susan Renfrow | Member | Mathematics |
| Classroom Teacher | Tammie VanScyoc | Member | Literacy |
| Classroom Teacher | Terri McJunkins | Member | Literacy |
| Classroom Teacher | Tina Arter | Member | Mathematics |
| Classroom Teacher | Vickie Beene | Chairperson/Steering | Literacy |
| Community Representative | Anna Blase | Member | Literacy |
| Community Representative | Charles Green | Member | Literacy |
| Non-Classroom Professional Staff | Cleo Chesshir | Member | Mathematics |
| Non-Classroom Professional Staff | Kelli Webb | Member/Steering | Mathematics |
| Non-Classroom Professional Staff | Kelly Davis | Member | Literacy |
| Non-Classroom Professional Staff | Kim Slayton | Chairperson | Steering |
| Non-Classroom Professional Staff | Mashcalle Whitmore | Member | Literacy |
| Non-Classroom Professional Staff | Teresa Chandler | Member/Steering | Literacy |
| Principal | Tate Gordon | Member | Steering |

School Plan

[Print Version](#)

NASHVILLE JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

Our mission at Nashville Junior High School is to provide continuity from elementary to high school in a climate that enhances the academic, physical, and social well-being of every student.

Grade Span: 7-9

Title I: Not Applicable

School Improvement: SI_2

Table of Contents

Priority 1: Mathematics

Goal: To improve students' mathematical problem solving skills and ability to respond to open-response items.

Priority 2: Special Education

Goal: Maintain or reduce the percentage of African American students in special education.

Priority 3: Literacy

Goal: To improve reading comprehension and writing skills throughout the curriculum.

Priority 4: Wellness

Goal: To improve students nutrition and physical activity and to promote general wellness

Priority 5: Leadership

Goal: The NJHS faculty and administration will structure programs and provide professional development designed to foster student achievement.

Priority 6: Title III/ELL

Goal: NJHS will meet all the requirements set by the state to measure performance of ELL students in literacy and math.

Priority 7: Corrective Action Plan

Goal: To improve students' mathematics and literacy Adequate Yearly Progress.

Priority 1: Mathematics

Supporting Data:

- Needs Assessment: In 2011, the overall status for math is "Alert". The following sub-population(s) met status in math: Caucasian (80.4%). None of our sub-population(s) met safe harbor in math. The following sub-population(s) met growth: Caucasian. Our 3-year data shows that our test scores have improved in all sub-population areas. Our lowest scoring tested areas are in Measurement and Algebra.
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7-8 Augmented Benchmark & EOC exams. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Measurement and Algebra. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal To improve students' mathematical problem solving skills and ability to respond to open-response items.

Benchmark By the end of the 2011-2012 school year, students will meet AYP of 82.28% as outlined by the Arkansas Department of Education on the Augmented Benchmark, Algebra EOC, and Geometry EOC exams.

| Intervention: Develop and implement a National Council of Teachers of Mathematics standards and Arkansas state SLE based curriculum of mathematics using the NCTM guidelines. | | | | |
|--|--------------------|--|---|--|
| Scientific Based Research: "A Report on Advances in Secondary Mathematics Curriculum Development in the United States and Imminent New Directions: Core-Plus Mathematics as a Case Study, ERIC Digest", ERIC Identifier: ED473653, Publication Date: 2003-01-07, Author: Ziebarth, Steven W., Source: Level: 1. "Resource Guide to Mathematics Curriculum Materials for High Ability Learners, Grades K-8, ERIC Digest", ERIC Identifier: ED485924, Publication Date: 2004-00-00, Source: Center for Gifted Education, Williamsburg, VA. "The Achievement Gap In Mathematics: A Significant Problem For African American Students, ERIC Digest", ERIC Identifier: ED492139, Publication Date: 2006-07-19, Authors: Johnson, Clarence; Kritsonis, William, Source: Online Submission. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will attend staff development activities, such as the NCTM conference, the Algebra I Institute, and local inservices that focus on math pedagogy and increasing student achievement. Teachers will be provided research-based information on successful math teaching techniques that can be used in all curriculum areas. Action Type: Collaboration Action Type: Equity Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | PD (State-223) - \$9000.00 Other Objects: ACTION BUDGET: \$9000 |
| Each teacher, on the math committee, will create and administer open response math items and math performance tasks. Teachers will administer these items and adjust their instruction to the need of their students. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education | Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | ACTION BUDGET: \$ |
| Each teacher will research and review Benchmark and End of Level sample test items. Teachers will expose his/her students to these types of problems by creating their own questions related to their subject area and administering the questions to their students and adjust their instruction to the needs of their students. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Computers School Library Teachers | ACTION BUDGET: \$ |
| Nashville Junior High will include parents within the curriculum committee. Parents will be given the opportunity to provide insight into improving mathematics education at NJHS. Parents will also be given the opportunity to serve as volunteers within the classroom and other school activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers | ACTION BUDGET: \$ |
| The Alternative Learning Environment will maintain sufficient staff to run its programs. It will have as its goal to increase attendance of at-risk students and to successfully transition students back into the student general population. Parent conferences will be required | Peebles | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Community Leaders Teachers | NSLA (State-281) - \$3848.50 Employee Benefits: |

| | | | | |
|---|---------------------------|--|--|--|
| <p>for placement in the program and parents will be in frequent communication with the school. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the A.L.E. Regular conferences will take place and if student makes significant academic and/or behavioral progress while in the A.L.E., the student may be exited from the program. Staff includes .875 FTE for certified classroom teachers and .5 FTE for a paraprofessional. (The same staff and figures are also represented in the Literacy priority for a total of 1.75 FTE for certified teachers and 1.0 FTE for a paraprofessional.) Action Type: AIP/IRI Action Type: Parental Engagement</p> | | | | <p>NSLA (State-281) - \$15835.50 Employee Salaries: ALE (State-275) - \$8810.50 Employee Benefits: ALE (State-275) - \$32934.50 Employee Salaries: <hr/>ACTION BUDGET: \$61429</p> |
| <p>Nashville Junior High School will use its lead math teacher as a Math Coach. He will work with other teachers across all curriculums to integrate math into their subject areas. (.10 FTE) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p> | John Mark Tollett | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids | <p>NSLA (State-281) - \$1225.00 Employee Benefits: NSLA (State-281) - \$4971.00 Employee Salaries: <hr/>ACTION BUDGET: \$6196</p> |
| <p>Teachers will attend vertical alignment meetings that include teachers grades 7 thru 12. Curriculum alignment that includes aligning lesson plans to the Common Core State Standards will be the driving force behind all alignment activities. Action Type: Alignment Action Type: Professional Development</p> | Tackett | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>NJHS will provide a pull-out remediation during school time for student test score improvement. Students will be chosen by previous test scores and teacher recommendations. Action Type: AIP/IRI Action Type: Collaboration</p> | Tackett | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Program evaluation: Based on teacher evaluations, CWTs, and previous test scores, this intervention has been fully implemented. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Tackett | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$76625</p> |
| <p>Intervention: Nashville Junior High School will continue it's partnership with Learning4Today in conjunction with the 21st Century Community Learning Grant. This partnership allows us to offer an after school mathematics tutoring program.</p> | | | | |
| <p>Scientific Based Research: NCTM, U.S. Department of Education, "Supporting Student Success: A Governor's Guide to Extra Learning Opportunities, ERID Digest" ERIC Identifier: ED489230; Publication Date: 2005-00-00; Author: Wright, Elisabeth; Source: National Governors Association.</p> | | | | |
| <p>Actions</p> | <p>Person Responsible</p> | <p>Timeline</p> | <p>Resources</p> | <p>Source of Funds</p> |
| <p>The after school tutoring program will provide</p> | <p>Marshall</p> | <p>Start:</p> | | |

| | | | | |
|---|----------|--|---|-------------------|
| supplemental services for students an estimated four days per week. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement | | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| Summer school will be offered in June of 2012. Curriculum will focus on benchmark release items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Performance Assessments Teachers | ACTION BUDGET: \$ |
| Program Evaluation: Test scores, student surveys, and parent surveys show that our 21cclc students have greatly increased their test scores. This intervention has been completely implemented. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: Special Education

Supporting Data: 1. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. In the 2009-10 school year 26.79% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 14.67% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.14%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Goal Maintain or reduce the percentage of African American students in special education.

Benchmark By the end of the 2011-12 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

| Intervention: Disproportionality Reduction | | | | |
|---|--------------------|--|--|-------------------|
| Scientific Based Research: Kohler, P. and Reese, J. (2005, September 20) JEdI: A powerful force in Arkansas schools. Counterpoint, LRP Publications. West Palm Beach, FL Snyder, N. (2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader, pp. 1, 28-29. Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include Orchard; My Reading Coach; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |

| | | | | |
|--|-------------|--------------------------------------|--|-------------------|
| <p>should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p> | | | | |
| <p>Utilize the Orchard software to supplement instructional strategies for reading and math. Software will identify specific deficit areas for each student. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p> | Patsy Young | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| <p>The after school tutoring program will provide supplemental services for students approximately four days per week from 3:20 - 5:50. This tutoring opportunity will allow students to address deficit areas with a certified teacher. Test data from the 2011-12 basic skills battery will be used to evaluate student progress.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p> | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| <p>Summer school will be offered in June of 2012. Curriculum will focus on benchmark release items to address academic improvement plans. Evaluation will reflect benchmark assessments related to the students areas of deficiency to determine student progress.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p> | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| <p>Program evaluation: All interventions have been fully implemented. We will continue to review test data, CWTs, and regular classwork to find areas for continued growth.</p> <p>Action Type: Program Evaluation Action Type: Special Education</p> | McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 3: Literacy

1. Needs Assessment: In 2011, the overall status for literacy is "School Improvement Year 2". None of our sub-populations met status in literacy. None of our sub-populations met safe harbor in literacy. None of our sub-populations met growth. Our 3-year data shows that our test scores have improved in all sub-population areas except African American. Our lowest scoring tested areas are in Writing - Content and Style.
2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7-8 Augmented Benchmark exam. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the

Supporting Data:

three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Writing - Content and Style. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal To improve reading comprehension and writing skills throughout the curriculum.

Benchmark By the end of the 2011-2012 school year all students will meet AYP of 83.80%, as outlined by the Arkansas Department of Education, on the Augmented Benchmark Exam.

| Intervention: Implement a Writing-Across-the-Curriculum Program and techniques from Step Up to Writing | | | | |
|--|--------------------|--------------------------------------|---|---|
| Scientific Based Research: "Studies in Teaching: 2005 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, North Carolina, December 7, 2005), ERIC Digest", ERIC Identifier: ED492773, Publication Date: 2005-12-07, Authors: McCoy, Leah P., Ed., Source: Online Submission, Winston-Salem, NC. Moje, E. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will research and review 6th, 7th, and 8th grade Augmented Benchmark Literacy tests. The teachers will implement these concepts within the classroom by developing like questions related to their subject area and administering these questions to the students. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Teachers will develop and administer reading and writing items specific to their subject content. These items will be in a format similar to those found on the Benchmark Literacy tests. Teachers will then use the results to evaluate the needs of their students. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Nashville Junior High School will include parents within the curriculum committee. Parents will also be encouraged to volunteer within the classroom and other NJHS activities. Parent involvement evenings will be scheduled to keep parents informed of what is being asked of their students at school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers | ACTION BUDGET: \$ |
| Teachers will attend staff development activities that focus on literacy skills and increasing student achievement and will be provided research-based information on successful literacy teaching techniques that can be used in all curriculum areas. Action Type: AIP/IRI Action Type: Alignment | Beene | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | PD (State-223) - \$9000.00 Other Objects: ACTION BUDGET: \$9000 |

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| Action Type: Equity Action Type: Professional Development | | | | |
| The Alternative Learning Environment will maintain sufficient staff to run its programs. It will have as its goal to increase attendance of at-risk students and to successfully transition students back into the student general population. Parent conferences will be required for placement in the program and parents will be in frequent communication with the school. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the A.L.E. Regular conferences will take place and if student makes significant academic and/or behavioral progress while in the A.L.E., the student may be exited from the program. Staff includes .875 FTE for certified classroom teachers and .5 FTE for a paraprofessional. (The same staff and figures are also represented in the Math priority for a total of 1.75 FTE for certified teachers and 1.0 FTE for a paraprofessional.) Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement | Peebles | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | NSLA (State-281) - \$3848.50 Employee Benefits: NSLA (State-281) - \$15835.50 Employee Salaries: ALE (State-275) - \$8810.50 Employee Benefits: ALE (State-275) - \$32934.50 Employee Salaries: <hr/> ACTION BUDGET: \$61429 |
| Teachers will attend vertical alignment meetings that include teachers grades 7 thru 12. Curriculum alignment that includes aligning lesson plans to the Total Instruction Alignment document will be the driving force behind all alignment activities. Action Type: Alignment Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| NJHS will provide a Critical Reading class for struggling students. This will be a pull-out remediation program that takes place during school hours with a focus on student test score improvement. Students will be chosen by previous test scores and teacher recommendations. Action Type: AIP/IRI Action Type: Collaboration | Purnell/Riggs | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Program evaluation: Based on teacher evaluations, CWTs, and previous test scores, this intervention has been fully implemented. Teachers will continue to work with students on completing open response items in an effort to improve reading comprehension and writing skills. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Teachers will attend C.L.A.S.S. (Comprehensive Literacy for Adolescent Student Success) training to improve reading for struggling students & implement the Daily Grammar Practice program as daily bell lessons. Action Type: Collaboration Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| NJHS teachers and administration will create Professional Learning Communities that consist of vertical and horizontal teams. We | Tackett | Start: 07/01/2011 End: | <ul style="list-style-type: none"> • Administrative Staff | <hr/> ACTION BUDGET: \$ |

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|--|------------|---|
| will work with Educational Consulting Services. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | 06/30/2012 | <ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids |
|--|------------|---|

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| Total Budget: | \$70429 |
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Intervention: A partnership will be continued with Learning4Today and Nashville Junior High School to maintain the 21st Century Community Learning Grant. This partnership allows us to offer an after school mathematics tutoring program.

Scientific Based Research: U.S. Department of Education, "A New Day Begins After School: With surveys indicating overwhelming recognition by educators and communities of the value of after-school programs, after-school is no longer an afterthought." Volume 82, Number 5; Publication Date: 2003-May/June; Author: Rinehart, Jen; Source: Principal, Beyond the Bell.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|---|-------------------|
| The after school tutoring program will provide supplemental services for students an estimated four days per week. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement | Marshall | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Summer school will be offered during June of 2012. Curriculum will focus on Math and English benchmark released items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Program Evaluation: Test scores, student surveys, and parent surveys show that our 21cclc students have greatly increased their test scores. This intervention has been completely implemented. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: Wellness

Supporting Data: 1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed 8th grade BMI results to determine the progress of the students as well as the wellness programs being used. Based on our Data Analysis we came to the conclusion that our students need to continue to stay active both indoors and out. We will select interventions and coordinate our various state and federal funding sources to address these areas. We have a strong need to modify the curriculum in our physical education classes & plan to make changes this school year.

Goal To improve students nutrition and physical activity and to promote general wellness
Healthier BMI results will be evident by June 30, 2012. There will be an improvement in the 2011-2012 BMI Benchmark results indicating healthier lifestyles are being practiced. The BMI results for the 10-11 school year were not valid because less than 20% of all students were assessed.

Intervention: Nashville Junior High School will encourage strategies and activities that encourage a non-sedentary and drug/alcohol-free lifestyle.

Scientific Based Research: "Let's Get Physical-Promotion and Education Strategies." Author: Wechsler, Dr. Hal; Source: <http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf>; "Sedentary lifestyle blamed for rising adolescent obesity rate in U.S.": <http://english.peopledaily.com.cn/90001/90782/90880/7280103.html>

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|----------|-----------|-----------------|
| Encourage participation in extracurricular | Deb | Start: | | |

| | | | | |
|--|-------------|---|---|---|
| <p>programs that support physical activity, i.e. football, basketball, baseball, track and field, marching band, and cheerleading. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p> | Tackett | <p>07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Nashville Junior High School will offer 150 minutes of physical activity time per week. All students participate in the scheduled daily 15 minute activity period. Action Type: Equity Action Type: Wellness</p> | Corbell | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p> | Deb Wallis | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff | <p>ACTION BUDGET: \$</p> |
| <p>Encourage development and participation in family oriented, community-based physical activity program. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p> | Deb Wallis | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p> | Deb Tackett | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Computers • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Nashville Junior High School will continue to utilize the school nurse to maintain student health/wellness via daily student interactions. The nurse will also provide training and information for the wellness of all students to students, parents, teachers, and administration. (1.0 FTE) Action Type: Parental Engagement Action Type: Wellness</p> | Mary Gammil | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Teachers | <p>NSLA (State-281) - \$11336.00 Employee Benefits: NSLA (State-281) - \$44600.00 Employee Salaries: ACTION BUDGET: \$55936</p> |
| <p>Title VI funds will be used by the school counselor to work with parents, community, and students to promote a safe and drug free school. Action Type: Parental Engagement Action Type: Wellness</p> | Deb Wallis | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Community Leaders | <p>Title VI State - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000</p> |
| <p>Nashville Junior High will implement character education that will utilize motivational speakers, creative programs, word-of-the-month, and special events centering around a researched based curriculum containing drug abuse and bullying information. Action Type: Parental Engagement Action Type: Wellness</p> | Deb Wallis | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Outside Consultants | <p>ACTION BUDGET: \$</p> |
| <p>NJHS parent facilitator will work with parents through the parent center to provide them with tools such as family kits, parenting books and</p> | Deb Wallis | <p>Start: 07/01/2011 End:</p> | <ul style="list-style-type: none"> • Administrative Staff | <p>ACTION BUDGET: \$</p> |

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| materials, and the process for resolving parental concerns. NJHS will also provide parents with tips in literature form that will encourage responsible parenting and ensure their child's success. NJHS will have two parent-teacher conferences each year and will honor all of the parents that attend both conferences. Action Type: Parental Engagement Action Type: Wellness | | 06/30/2012 | <ul style="list-style-type: none"> • Teachers | |
| NJHS will continue to provide materials that are directly targeted at providing drug and alcohol prevention. Action Type: Parental Engagement Action Type: Wellness | Deb Wallis | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Program evaluation: Wellness committee members will review the Arkansas Student Survey administered to 8th grade students during the school year to determine whether the benchmark set for the program has been achieved. The results of the survey along with the APSCN Discipline Report will be used to determine the degree of success and whether a reduction in incidents involving drugs, alcohol and violence was achieved. Action Type: Wellness | Wallis | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| NJHS will partner with the Howard County Health Coalition to incorporate the SPARK curriculum for the P.E. & afterschool programs. HCHC will purchase supplies and curriculum for school use. Action Type: Wellness | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Title VI funds will be used by the school counselor to purchase academic awards achieving students. Action Type: Wellness | Wallis | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | Title VI State - Purchased Services: \$1000.00 ACTION BUDGET: \$1000 |
| Total Budget: | | | | \$57936 |

Priority 5: Leadership

Supporting Data:

1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7-8 Augmented Benchmark & EOC exams. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Measurement and Algebra & Literacy Priority: Writing - Content and Style. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal The NJHS faculty and administration will structure programs and provide professional development designed to foster student achievement.

Benchmark Classroom teachers and administration will readily have resources available that will assist in identifying specific weak areas for each student that is tested on the ACTAAP exam. Teachers will work to get all sub-populations to either meet or exceed the current year's AYP. Teachers will receive at least 60 hours of annual professional development.

| Intervention: NJHS will use data from criterion reference and norm reference tests to evaluate the effectiveness of the different programs funded by ALE, NSLA, ELL, and Professional Development funds. Data will be gathered and evaluated by teachers, parents, community leaders, administrators, and students to determine effectiveness. Documentation will be kept by the building administration and counselor. | | | | |
|--|--------------------|--|--|-------------------|
| Scientific Based Research: "School Leadership that Works", 2005, Authors: Marzano, Robert J., Waters, Timothy, McNulty, Brian A.; "Classroom Instruction that Works", 2001, Authors: Marzano, Robert J., Pickering, Debra J., Polluck, Jane E.; "The Art of School Leadership", 2005, Author: Hoerr, Thomas R. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Each teacher will develop lesson plans that are aligned to the state SLEs. Lesson plans will be reviewed by the building administration. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| NJHS will use data from criterion reference, norm reference tests, and teacher committee recommendations to evaluate the effectiveness of academic programs. Data will be gathered and evaluated to determine effectiveness. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| CWT (Classroom Walkthrough Technology) will be utilized by administrators in observing teaching strategies and identifying areas for professional development opportunities. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Teaching Aids | ACTION BUDGET: \$ |
| Nashville Junior High School will provide training that includes best practices, legal updates, and effective strategies to best serve the needs of all students. These will be provided at monthly inservice meetings. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | ACTION BUDGET: \$ |
| Administrators will receive training on data desegregation, parental involvement, Smart Accountability, technology, and fiscal management at the annual Lake DeGray Administrator's Retreat sponsored by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion | John Ponder | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments | ACTION BUDGET: \$ |
| Provide professional development for Instructional Facilitator Training for math and literacy lead teachers. This inservice will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment | John Ponder | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |

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|--|-------------|--|---|-------------------|
| Action Type: Collaboration Action Type: Professional Development | | | | |
| Professional development that addresses Pathwise Mentoring Training will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Professional Development | John Ponder | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Program evaluation: Our leadership plan has been fully implemented, but is always subject to improvement. We failed to meet AYP in math & literacy, so we are working with two outside agencies to seek assistance for our teachers. Evaluation of the administrative support and services will be determined by monitoring CWTs conducted by principals and the superintendent on a regular basis and by both formative and summative assessments. Documentation of the achievement of goals of each school and the AYP will be used to improve the actions and shared with all groups. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 6: Title III/ELL

1. ACTAAP results: 8th grade literacy - (6) Proficient and (3) Basic; 7th grade literacy - (1) Advanced, (7) Proficient, and (4) Basic
2. ELDA results: 8th grade composite levels - (8) 4's, (1) 5, and (1) 3; 7th grade composite levels - (6) 4's, (3) 3's, and (2) 2's
3. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7-8 Augmented Benchmark exam and the ELDA exam. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Supporting Data:

Goal NJHS will meet all the requirements set by the state to measure performance of ELL students in literacy and math.

Benchmark To meet or exceed AYP standards as set by the Arkansas Department of Education and our ELL students will advance at least 1 proficiency level or more based on their ELDA scores.

| Intervention: NJHS will provide ESL services through content area instruction and a pullout class for balanced academic and language acquisition with primary and or supplemental ELL services, which includes but not limited to the following academic skills: reading, writing, listening, and speaking. | | | | |
|---|--------------------|--|--|---|
| Scientific Based Research: Hill, Jane D. and Flynn, Kathleen M. (2006). Classroom Instruction that Works with English Language Learners. Alexandria, Virginia: Association for Supervision and Curriculum Development. Huebner, Tracy A. (April 2009). Small-Group Intervention for ELLs. Educational Leadership. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| An ESL paraprofessional will be utilized to insure adequate communication and to assist LEP students who need translation of academic materials. (1.0 FTE) Action Type: Equity | Medina | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ELL (State-276) - \$3379.00 Employee Benefits: ELL (State-276) - \$15877.00 |

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|--|---------|--------------------------------------|---|--|
| | | | | Employee Salaries: ACTION BUDGET: \$19256 |
| Nashville Junior High School will provide training that includes best practices, legal updates, and effective strategies to best serve the needs of all ELL students. Action Type: Professional Development | Jackson | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Teachers will be trained in strategies and techniques to teach ESL to students. Jodi Jackson, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. Action Type: Equity Action Type: Professional Development | Jackson | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Program evaluation: The ELL program will be evaluated annually to determine effectiveness. Adjustments will be made to the program as needed. The following data will be used to evaluate the ELL program's effectiveness: the most current ACTAAP and ELDA scores. The ELDA will be used to measure the Annual Measurable Achievement Objectives (AMAO's) for NJHS. Action Type: Equity Action Type: Program Evaluation | Jackson | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$19256 |

Priority 7: Corrective Action Plan

Supporting Data:

1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 7-8 Augmented Benchmark & EOC exams. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Measurement and Algebra; Literacy Priority: Writing - Content and Style. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal To improve students' mathematics and literacy Adequate Yearly Progress.

Benchmark To meet or exceed the AYP standards in mathematics and literacy as set by the Arkansas Department of Education.

| Intervention: Identify students not scoring either proficient or advanced on the state mandated tests and provide the necessary services to assist teachers in working to improve student achievement in the areas of mathematics and literacy. | | | | |
|--|--------------------|--------------------------------------|--|-------------------|
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Supplemental Educational Services will be provided to students that did not meet AYP on state mandated exams. SES will include: after school tutoring, pull out remediation, summer school, and a Critical Reading class for struggling readers. Action Type: AIP/IRI | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants | ACTION BUDGET: \$ |

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|--|----------|--|---|-------------------|
| | | | <ul style="list-style-type: none"> • Teachers | |
| Parents will be notified by mail about Nashville Junior High School's Year 2 Whole School Improvement Status. Action Type: Parental Engagement | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | ACTION BUDGET: \$ |
| Building administration and teachers will be trained in data analysis and its effective use in instructional planning. Action Type: Alignment Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| CWTs will be conducted to gather data for instructional strategies throughout all subject areas. Administrators will look for instruction that is tied to the Arkansas frameworks and check the level of comprehension by students. This data will be evaluated for effective teaching practices. | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers | ACTION BUDGET: \$ |
| Target test data will be used to review and revise teaching strategies. Results of each target test will be disseminated to all teachers by using the D2SC software program. This data will be used to chart progress of students in mathematics and literacy throughout the school year. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Develop and implement an academic improvement plan for students not scoring proficient or advanced on the augmented benchmark exam, Algebra EOC, or the Geometry EOC. Action Type: AIP/IRI Action Type: Parental Engagement | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Teachers will receive training from the onsite math coach and the 7-12 literacy coach in best practices for increasing student achievement. Teachers will begin aligning curriculum to match the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers | ACTION BUDGET: \$ |
| Program evaluation: We have identified all students that failed to meet AYP. Strategies are in place for implementation. We will be able to provide a more detailed evaluation after the current school year. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation | Williams | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| NJHS has applied for the Arkansas State Personnel Development Grant. This will provide our staff with intensive, embedded professional development throughout the school year on topics such as: effective teaching strategies & Response to Intervention (RTI). Action Type: Collaboration Action Type: Professional Development | Tackett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

● Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|--------------------|-----------------------------------|----------------------|
| Classroom Teacher | Ace Howard | English | Literacy |
| Classroom Teacher | April Stavely | English | Literacy |
| Classroom Teacher | Ashley Riggs | ESL/English | Literacy |
| Classroom Teacher | Barb Peeples | Special Education | Special Education |
| Classroom Teacher | Becky Parnell | Careers | Math |
| Classroom Teacher | Brenda Galliher | Science | Math |
| Classroom Teacher | Buster Bonner | Physical Education | Wellness |
| Classroom Teacher | Carol Hendrix | Science | Math |
| Classroom Teacher | Connie Castleberry | Social Studies | Literacy |
| Classroom Teacher | D.J. Graham | Math | Math |
| Classroom Teacher | Don Cooley | Athletics | Wellness |
| Classroom Teacher | Frank Puryear | Social Studies | Literacy |
| Classroom Teacher | Holli Dunson | English | Literacy |
| Classroom Teacher | Hollis Hughes | Art | Math |
| Classroom Teacher | Jennifer Gordon | Business | Math |
| Classroom Teacher | John Tollett | Math Teacher/Chair | Mathematics/Steering |
| Classroom Teacher | Johnny Wilson | Math | Math |
| Classroom Teacher | Karen Dawson | Business | Literacy |
| Classroom Teacher | Katie Corbell | Health | Wellness |
| Classroom Teacher | Kim Conant | Business | Math |
| Classroom Teacher | Kyle Slayton | Drivers Education | Wellness |
| Classroom Teacher | Lori Williams | Math | Math |
| Classroom Teacher | Mandy Stone | Math | Math |
| Classroom Teacher | Mark Propps | Social Studies | Literacy |
| Classroom Teacher | Michael Howard | Science/Math | Math |
| Classroom Teacher | Patsy Young | Special Education | Special Education |
| Classroom Teacher | Rick Baker | Physical Education | Wellness |
| Classroom Teacher | Ron Alexander | Physical Education | Wellness |
| Classroom Teacher | Sandra Stanley | Special Education | Special Education |
| Classroom Teacher | Shirley Blakely | Library | Literacy |
| Classroom Teacher | Stacy Purnell | Social Studies | Literacy |
| Classroom Teacher | Tammy Alexander | English Teacher/Chair | Literacy/Steering |
| Classroom Teacher | Tammy Elliott | FACS | Math |
| Classroom Teacher | Ted Green | Physical Education | Wellness |
| Classroom Teacher | Vickie Beene | Literacy Coach | Literacy |
| Classroom Teacher | Virgil Hellums | Science | Math |
| District-Level Professional | Jodi Jackson | ESL Coordinator | Literacy |
| District-Level Professional | John Ponder | Co-op Director | Steering |
| District-Level Professional | Tina Conzel | Food Services Director | Wellness |
| Non-Classroom Professional Staff | Celestina Medina | Paraprofessional | Literacy |
| Non-Classroom Professional Staff | Deb Marshall | After School Tutoring Coordinator | Literacy |
| Non-Classroom Professional Staff | Deb Wallis | Counselor | Literacy |
| Parent | Mark Dale | | Math |
| Principal | Deb Tackett | Principal | Steering |
| Principal | Latito Williams | Assistant Principal | Steering |

School Plan

[Print Version](#)

NASHVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

Nashville Elementary School will provide the opportunity for all students to be proficient in literacy and mathematics while working with parents, staff, and community to develop respectful, resourceful, responsible and successful citizens.

Grade Span: 4-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: Students will improve in literacy. A Smart Accountability Team/Shared Leadership Team was implemented at Nashville Elementary School to address AYP test scores. The team will discuss and implement strategies to improve test scores and student achievement.

Priority 2: Special Education

Goal: Reduce the percentage of black students in special education.

Priority 3: Mathematics

Goal: Students will improve in mathematics. A Smart Accountability Team/Shared Leadership committee was implemented to address AYP. This committee consists of trained and experienced teachers and administrators who work together for a common goal of meeting the needs of our students and the goals of our school.

Priority 4: Wellness

Goal: School Wellness activities will create a healthy school environment that supports consistent health, nutrition, and physical activity messages to students and community.

Priority 5: Corrective Action

Goal: Insure that all students meet AYP

Priority 6: Title III / ELL

Goal: Insure that all ELL/LEP students at Nashville Elementary School meet AYP.

Priority 7: Leadership

Goal: NES Aminisrtation will provide professional development and structure programs to enhance student achievement.

Priority 8: Scholastic Audit

Goal: Every Student will make AYP at Nashville Elementary School

Priority 1: Students will continue to improve in Literacy.

Supporting
Data:

1. View Priority 1. Needs Assessment: In 2011, the overall status for Literacy is "Achieving". 2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority:Literacy. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level

and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

- In the 2010-2011 school year, Nashville Elementary met standards on the ACTAAP in all sub-groups. Now classified as an "achieving" school.

Goal Students will improve in literacy. A Smart Accountability Team/Shared Leadership Team was implemented at Nashville Elementary School to address AYP test scores. The team will discuss and implement strategies to improve test scores and student achievement.

Benchmark To meet or exceed AYP standards developed by the Arkansas Department of Education.

| Intervention: Increase parental involvement | | | | |
|--|--------------------|--------------------------------------|--|-------------------|
| Scientific Based Research: Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. Children and Youth Services Review, 26(1), 39-62. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>An academic improvement plan will be developed by the parents and school to address the academic needs of all students not meeting proficiency scores on the benchmark examination. Parents will sign a contract to insure implementation of personalized strategies and techniques developed to increase academic performance.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | Charlotte Hill | Start: 08/11/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Computers Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| <p>All teachers will maintain a phone log of parent contacts. In addition, documentation for two-way communication between parents will also be kept. Every parent in the district will be contacted by their child's teacher during the school year. Principals will evaluate this data and make recommendations for improved parental engagement when needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | Vanessa Keaster | Start: 08/22/2010 End: 05/31/2011 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>A resource exhibit will house materials on good parenting skills and educational tools. A form will be completed at the beginning of the school year for parent volunteers who want to share interests and talents with students and staff members. The mission statement is given to every parent at registration. The student handbook states the process for reporting to parents and the documentation of this communication as well as the grievance procedures for resolving parent concerns. An advertisement honoring parental involvement in the elementary school will be published in the two local papers. A parent center will be housed next to the conference room. The counselor has family kits available for parents and students which meet the needs of the individual families. An open house will be held at the beginning of the school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | Keaster | Start: 08/11/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Two parent/teacher conference nights will be | Charlotte | Start: | | |

| | | | | |
|--|--------------|--|--|---|
| included in the district calendar for the 2011-2012 school year. Refreshments will be served. The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide | Hill | 09/05/2011 End: 05/15/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments School Library Teachers | ACTION BUDGET: \$ |
| The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. A planning session will be held prior to the current school year. Advisory members will be assigned priority positions during that meeting. Research data will be distributed and analyzed by the committee for decision making purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Paul Tollett | Start: 08/01/2011 End: 08/01/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers | ACTION BUDGET: \$ |
| School administrators will attend training through AAEA, DMEC, and other professional development to address strategies for student achievement. | Paul Tollett | Start: 08/01/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Teaching supplies will be given to the teachers to create a learning environment that is conducive to the learning achievement. | Paul Tollett | Start: 08/01/2011 End: 08/01/2012 | | Title I - Materials & Supplies: \$5000.00 ACTION BUDGET: \$5000 |
| Academic Awards for Honor Roll will be given to students that meet the required GPA for the year. During the year and at the end of the year, awards will be given to recognize those students. | Ms. Keaster | Start: 08/01/2011 End: 07/31/2012 | | Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000 |
| Evaluating parental involvement -- Nashville Elementary parents constantly are involved and show supportive participation in many areas of academics and student activities. Our documentation includes sign-in sheets, photographs, and teacher logs. | Paul Tollett | Start: 08/01/2011 End: 09/01/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$6000 |

Intervention: Implement teaching strategies that address limited English learners.

Scientific Based Research: Ferguson, Chris. Reaching out to diverse populations: What can schools do to foster family-school connections? Southwest Educational Development Laboratory, September 2005.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|-------------------|
| Teachers will be trained in strategies and techniques to teach English as a second language to students. Joe Kell, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. ESL Language Arts classes will meet the individual needs of limited English students with instructors trained by the ESL Academy. Action Type: Collaboration Action Type: Equity | Gail Milum | Start: 08/11/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants School Library Teachers Teaching Aids | ACTION BUDGET: \$ |

| | | | | |
|--|--------------|--|--|---|
| Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide | | | | |
| An ELL Aide will be employed by the District to insure adequate communication and to tutor LEP students who need translation of academic materials. 1.0 FTE Aid will be employed. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Paul Tollett | Start: 08/09/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff | ELL (State-276) - \$3379.00 Employee Benefits: ELL (State-276) - \$15859.00 Employee Salaries: <hr/> ACTION BUDGET: \$19238 |
| A English language Acquisition/ESL Teacher will maintain an Corrective Reading Comprehension program and will be used with all student identified as English Language Learners. .5 FTE for this Teacher will be employed. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Target Assistance | Gail Milum | Start: 09/10/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids | Title III - Employee \$23200.00 Salaries: Title III - Employee \$4414.00 Benefits: <hr/> ACTION BUDGET: \$27614 |
| In evaluating the ESL program, highly trained ESL teachers will continue to utilize data, in-class instruction, on-going testing and evaluation. ESL students' test scores continue to show improvement and will be regularly monitored to maintain effectiveness within the classroom. | Gail Milum | Start: 08/01/2011 End: 06/30/2012 | | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$46852 |

Intervention: Academic Improvement Plans will be designed to offer appropriate individualized remediation during and after school hours.

Scientific Based Research: Allington, Richard L. The six Ts of effective elementary literacy instruction. Phi Delta Kappan, June 2002.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|---|
| After-school tutoring will be provided by the 21st Century Community Learning Grant. A site coordinator will oversee the program which will provide 10 hours of tutorial and enrichment activities four days per week. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | Paul Tollett | Start: 09/06/2011 End: 04/27/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Students will receive additional reinforcement and remediation instruction in the computer lab using My Reading Coach, Study Island, and Orchard. An intervention teacher will be employed to oversee this computer lab. 1.0 FTE Teacher will be employed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | Doug Graham | Start: 09/05/2011 End: 04/27/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | NSLA (State-281) - \$11726.00 Employee Benefits: NSLA (State-281) - \$46632.00 Employee Salaries: <hr/> |

ACTION BUDGET: \$58358

ACTION BUDGET: \$

\$58358

Intervention: Curriculum Alignment

Scientific Based Research: Labov, William. (2005) Can reading failure be reversed? A linguistic approach to the question. Cresskill, NJ: Hampton Press.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|---|---|-------------------|
| <p>All teachers will incorporate the Total Instructional Alignment model created by the participating schools in the DeQueen-Mena Educational Cooperative. Teachers will align vertically and horizontally to create a continuum of instruction that is aligned to the target test assessment document. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Vanessa Keaster | <p>Start: 08/09/2011 End: 05/31/2012</p> | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| <p>Target Testing Data will be used to review and revise teaching strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p> | Sarah Smith | <p>Start: 09/29/2011 End: 05/26/2012</p> | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| <p>Data from the 2011 Benchmark will be posted on the elementary shared server. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p> | Paul Tollett | <p>Start: 08/18/2011 End: 08/18/2012</p> | <ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids | ACTION BUDGET: \$ |
| <p>Results of the four target tests will be disseminated to all teachers. This data will be used to chart progress and/or disgression. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p> | Joy Freel | <p>Start: 10/10/2010 End: 05/26/2011</p> | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers | ACTION BUDGET: \$ |
| <p>Buckle Down Literacy program was implemented to all students to develop and increased literacy and student achievement.</p> | Charlotte Hill | <p>Start: 08/01/2011 End: 08/01/2012</p> | | ACTION BUDGET: \$ |
| <p>In evaluating All classes utilize Buckle Down instructional materials in correlation with literacy data distributed by our literacy coach. Test scores have shown improvement.</p> | Charlotte Hill | <p>Start: 08/01/2011 End: 06/30/2012</p> | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Writing Across the Curriculum

Scientific Based Research: Marzano, Robert J. etal. (2001) Classroom Instruction that Works. Virginia: Association for

Supervision and Curriculum Development.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|--|-------------------|
| All teachers will implement a writing program in their classroom. Students will keep journals and teachers will incorporate open response questions on chapter tests. Released items from the ADE will be used as part of the instructional materials. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation | Janet Copeland | Start: 08/09/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| The literacy coach will purchase writing materials that will address the academic curriculum necessary for the writing component of the benchmark examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation | Charlotte Hill | Start: 07/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| All writing assignments in the language arts classrooms will be aligned to the Student Learning Expectations and address specific areas of need as indicated through the writing component data on the Benchmark Examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation | Karen Tollett | Start: 08/09/2011 End: 05/26/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| In evaluating Test Scores have improved in writing across the curriculum. Six grade scores are lower than the fourth and fifth but gains have been made. The six grade teachers are researching writing strategies to better improve their scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Class size reduction

Scientific Based Research: Ross, S.M., Smith L.J., & Casey, J.P. (1999, June). "Bridging the Gap": The effects of the success for all programs on elementary school reading achievement as a function of study of ethnicity and ability level. School Effectiveness and School Improvement, 10(2), 129-150.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|---|---|
| Title 1 funds will be used for class size reduction. This will fund 2.0 FTE teachers above the state requirement in literacy and mathematics. Student performance will be reviewed to support the use of class size reduction as a tool for school academic improvement. Action Type: Equity | Joe Kell | Start: 07/01/2010 End: 06/30/2011 | <ul style="list-style-type: none"> Administrative Staff Teachers | Title I - Employee \$91000.00 Salaries: Title I - Employee \$20948.00 Benefits: ACTION BUDGET: \$111948 |
| Students not meeting proficient or advanced on the benchmark examination will be placed in classrooms with lower pupil/teacher ratios to insure that one-to-one instruction is used and academic needs are met. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation | Paul Tollett | Start: 06/10/2011 End: 07/31/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments | ACTION BUDGET: \$ |
| Evaluating Strategies of small class size have improved test scores. Teacher with small student class ratio allows teachers to address student needs with more effectiveness strategies, therefor bettering our test scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |

Total Budget:

\$111948

Intervention: Drug Prevention/Character Education

Scientific Based Research: Stein, Rita, etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for supervision and Curriculum Development

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--|---|
| Parents will receive monthly newsletters from the school with all relevant dates and events. parents will receive a monthly publication from the counselor Home & School Connection that gives strategies for helping children stay drug-free. Parents will be invited to share in special meals with their child on holidays. Literature will be available to parents at no cost and conferences will be scheduled and dates publicly announced. In mid-October, Red Ribbon Week will be celebrated. Action Type: Collaboration Action Type: Parental Engagement | Keaster | Start: 09/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | ACTION BUDGET: \$ |
| Staff development for teachers, counselor, and school employees will be implemented. "Children in Poverty" will be recommended reading for all new teachers not trained in the Ruby Paine philosophy. Bullying It Hurts Everyone, a program used by the counselor will be incorporated along with age appropriate activities. Teachers will receive instruction for Red Ribbon Week and Fire Safety week. All students will receive a yearly planner that incorporates positive behavior and character education instruction. Action Type: Collaboration Action Type: Professional Development | Vanessa Keaster | Start: 09/10/2011 End: 05/01/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids | ACTION BUDGET: \$ |
| A Drug Awareness Program will be presented to k through 12 students in the fall. This will address drug preventative actions concerning drug prevention to our students. The Guidance Office will also hand out materials to address Drug Awareness. | Ms. Keaster | Start: 10/12/2011 End: 10/12/2012 | | Title VI State - Materials \$2000.00 & Supplies: ACTION BUDGET: \$2000 |
| Evaluating Drug prevention and character education along with test taking strategies help our students. Test scores have improved on the benchmark because of this intervention. | V. Keaster | Start: 08/01/2011 End: 06/30/2011 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$2000 |

Intervention: A literacy coach will be hired by Nashville Elementary School.

Scientific Based Research: No Child Left Behind. (2003) U.S. Department of Education.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|--|
| A highly trained language arts teacher will be employed by the district to oversee the Literacy program in the elementary school. The coach will assess the alignment of the language arts program with the Arkansas Frameworks and review the TIA document while working with the DeQueen Mena Educational Cooperative Literacy Specialist to insure academic consistency between grade levels. The literacy coach will oversee parent conferences and initiate cultural appropriate events. The literacy coach will be responsible for the language arts component of the student SIP files. She will | Paul Tollett | Start: 08/09/2011 End: 06/01/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids | PD (State-223) - \$13064.00 Employee Benefits: PD (State-223) - \$51300.00 Employee Salaries: ACTION |

| | | | | |
|---|--------------|--|--|-------------------|
| provide ADE released items, examine individual AIP folders for alignment, and provide feedback to teachers concerning strategies and techniques for improving academic performance of students not scoring proficient on the benchmark examination. The literacy coach will receive professional development for implementing target assessments and rubric evaluation. She will provide professional development for the language arts staff. 1.0 FTE Teacher will be employed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation | | | | BUDGET: \$64364 |
| Evaluating The Literacy coach assist all teachers with strategies and data. With the implementation of our coach, test scores have increased. | Paul Tollett | Start: 08/01/2011 End: 05/30/2011 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$64364 |

| Intervention: Summer School | | | | |
|---|--------------------|--|---|---|
| Scientific Based Research: Bankston, C.L., & Caladas, S.J. (1997, Summer). The American school dilemma: Race and scholastic performance. The Sociological Quarterly, 38, 423-429. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Summer school will be offered to a targeted group of students. 6.0 FTE Teachers will be employed. Supplemental interventions will be offered according to the student's areas of deficiency. Supplemental services will be offered to all students not meeting proficient on the benchmark examination. Specific areas of academic deficiency will be targeted to address academic weaknesses and improve student performance. These services exceed State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | Paul Tollett | Start: 05/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments School Library Teachers Teaching Aids | Title I - Employee \$15000.00 Salaries: Title I - Employee \$4000.00 Benefits: ACTION BUDGET: \$19000 |
| Evaluating Summer School, Test scores show little to no improvement. We will evaluate the summer school program for the 2012 | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$19000 |

| Intervention: Reinforcement and enhancement through technology | | | | |
|---|--------------------|--|---|-------------------|
| Scientific Based Research: Smart Step Administrators' Leadership Institute. Building instructional leadership through technology. Available at: http://arkedu.state.ar.us/smart_step/grant/gates_grant_p4 . | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Students will use the computer lab that is equipped with software aligned to the AR frameworks to address areas of academic need. The programs and assignments are aligned with the classroom objectives for transfer and reinforcement. Individualized instruction material will be used in the computer lab to address each student AIP and this will be aligned to the classroom instruction. The computer lab generates questions and activities that supplement teacher instruction. Action Type: AIP/IRI | Gaye Graham | Start: 08/09/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--|---|-------------------|
| Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion | | | | |
| All students will participate in Accelerated Reading. Grades are taken each quarter on book reviews that identified with each students' reading level. Students will be rewarded for reaching specific goals. Students are allowed to participate as a member of the Battle of the Books Team and compete at the local educational cooperative. | Regina Ray | Start: 08/30/2010 End: 05/12/2011 | | ACTION BUDGET: \$ |
| Through technology stimulus money, Nashville Elementary classrooms were implemented with smart boards and document readers technology in 2010 -2011. Smart Boards will be used as part of our strategies for learning in the class room. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion | Gayland Hopper | Start: 06/01/2011 End: 08/01/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Every teacher will receive a technology program called Brain-Pop. This will allow teachers to research curriculum that will reinforce their subject for student achievement. | Pual Tollett | Start: 08/01/2010 End: 08/01/2010 | | ACTION BUDGET: \$ |
| Evaluating Technology in our classes as well as in our after school program have increased our test scores. Test that are given through technology can be easily tracked through technology. | Paul Tollet | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Implementation of the Smart Step/Smart Start Initiatives

Scientific Based Research: Duggan, T., & Homes, M. (Eds.) (2000). Closing the Gap: A report on the Wingspread conference (Beyond the standards horse race: Implementation, assessment, and accountability-The keys to improving student achievement). Washington, DC: Council for Basic Education. Excerpts available online: [http://www.c-b-e.org/PDF/ ws1999Close Gap. pdf](http://www.c-b-e.org/PDF/ws1999Close%20Gap.pdf)

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|-------------------|
| All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Discipline specific training will be offered throughout the school year that addresses improvement of literacy. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement plans for students not scoring proficient or above on the benchmark examination. 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 | Joanna Howard | Start: 08/09/2011 End: 05/31/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| All grade level teachers will hold weekly PLC team meetings to discuss successful strategies or get input on instructional concerns. These meetings will be documented with minutes and | Paul Tollett | Start: 08/20/2011 End: 05/28/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |

| | | | | |
|---|--------------|--|---|--|
| kept in a file. One or both building administrators will attend. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation | | | | |
| Embedded professional development will be required of all staff members. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation | Paul Tollett | Start: 07/01/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers | Title I - Purchased \$14320.00 Services: ACTION BUDGET: \$14320 |
| CWT's will be conducted to gather data for instructional strategies throughout all classrooms. This data will be evaluated for effective teaching practices. | Paul Tollett | Start: 09/05/2011 End: 05/15/2012 | | ACTION BUDGET: \$ |
| Evaluating CWT'S, Pathwise Training, and PLC's, the Smart Accountability leadership team will continue to administer these practices. Test scores improved with these strategies. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$14320 |

Intervention: Evaluation of Reading Priority

Scientific Based Research: Nelson, George D. (2006). Breaking the learning barrier for underachieving students. Practical teaching strategies for dramatic results. Thousand Oaks, CA: Corwin Press.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--|-------------------|
| All data from the Augmented Benchmark examinations will be disaggregated, and students not meeting adequate yearly progress as defined by the Arkansas Department of Education will receive remediation through after-school tutoring, summer school, or school day intervention. Action Type: Alignment Action Type: Program Evaluation | Vanessa Keaster | Start: 08/09/2011 End: 05/31/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Every student will be enrolled in a reading class. SRA Reading Labs will be purchased for each of the 30 classrooms. Students will be evaluated through the use of Star Reading Analysis. Students will receive reading instruction according to individual reading levels. Evaluation of reading improvement will be conducted quarterly. Action Type: AIP/IRI 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 Action Type: Title I Target Assistance | Charlotte Hill | Start: 06/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Evaluating our reading program, SRA reading will continue in grades 4-6. The sixth grade reading program will be reviewed because of the sixth grade scores. Remediation for our student done though our literacy labs will continue because of achieving test scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: A partnership will continue with the 21st Century Community Learning Grant.

Scientific Based Research: Academic Improvement and Teacher Quality Programs; 21st Century Community Learning

Centers;2008 Guide to U.S. Department of Education Programs (08/2008).

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|--|---|
| Continue the 21st Century partnership with Quality After-School Programs, an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities. 6.0 FTE Teachers will be employed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness | Deb Marshall | Start: 09/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids | Title I - Employee \$15000.00 Salaries: Title I - Employee \$4000.00 Benefits: ACTION BUDGET: \$19000 |
| Evaluating Nashville Elementary after-school program, students that attended the 21st Century Quality program showed improvement in test scores | Rick Rebsamen | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$19000 |

Intervention: Create an alternative learning environment for at-risk students.

Scientific Based Research: Research Project 05-112,ALTERNATIVE LEARNING ENVIRONMENT REPORT (August 2, 2006)
http://www.arkleg.state.ar.us/data/education/ALE_Report_Final.pdf

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|-------------------|
| Working with Vista Mental Health Care, an alternative learning classroom will be established that meets the academic and emotional needs of identified at-risk students. A certified teacher and a paraprofessional will be assigned to this classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion | Ben Wallace | Start: 10/01/2011 End: 05/26/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids | ACTION BUDGET: \$ |
| Evaluating the ALE program,some students test scores did come up. We did have some students that were treated and came back to the main-stream school setting. We will continue to research strategies to address the needs for these at-risk kids. | Ben Wallis | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: Special Education

1. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. In the 2009-10 school year 26.79% of special education students were black. In the 2010-11 school year, 28.57% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 12.89% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 7.1%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of

Education – Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Supporting Data:

- View Priority 1. Needs Assessment: In 2011, the overall status for Special Needs is "Achieving".
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Special Needs Priority:Special Needs Students. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams,and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal Reduce the percentage of black students in special education.

Benchmark By the end of the 2011-12 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

| Intervention: Disporportionality Reduction | | | | |
|--|--------------------|--------------------------------------|--|-------------------|
| Scientific Based Research: Kohler, P. and Reese, J. (2005, September 20) JEdI: A powerful force in Arkansas schools. Counterpoint, LRP Publications. West Palm Beach, FL Snyder, N. (2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader, pp. 1, 28-29. Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Utilize the Orchard Software to supplement instructional strategies for language arts, math, and science. Software will identify specific deficit areas for each student. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion | Daryl McJunkins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include Orchard Software; My Reading Coach; Reading Plus; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a | Janet McCullough | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--|--|-------------------------|
| <p>conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p> | | | | |
| <p>Summer school will be offered to all students not meeting AYP. Remediation will be offered according to the student's AIP. Areas of deficiency in academic proficiency will be pretested and posttested to evaluate program effectiveness.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p> | Paul Tollett | Start: 06/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| <p>Use of the multi-sensory room to prepare students for learning modality.</p> <p>Action Type: Collaboration Action Type: Equity</p> | LaDonna Curtis | Start: 08/22/2011 End: 05/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| <p>Targeted students will be encouraged to use the multi-sensory room to prepare for learning modality in the general curriculum. Periodic sessions in the multi-sensory room will allow the students to engage in sensory stimulation to develop greater attention sustaining skills. This will enhance the ability of the student to focus on instruction in the classroom. Periodic review of the behavior checklist completed on students participating in the multi-sensory room activities will evaluate progress.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p> | LaDonna Curtis | Start: 09/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> • Outside Consultants • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>"My Reading Coach" software will continue to be employed to provide individualized instruction to targeted struggling readers. This software addresses the 5 basic reading components. This software guarantees success in improving reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of 4th-6th grade students to participate in this program. The "My Reading Coach" software includes assessments to monitor student progress.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p> | B. Jamison | Start: 09/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>"Reading Plus" software will be introduced in the computer lab and after school tutoring to continue to build reading skills of students who</p> | Teddford | Start: 07/01/2011 End: | | <hr/> ACTION BUDGET: \$ |

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|--|--------------|--|--|---|
| have completed the "My Reading Coach" program. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance. | | 06/30/2012 | | |
| A Paraprofessional is utilized and will assist a Highly Qualified Teacher for our most special needs students. 1.0 FTE Parapro Aid will be employed. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | NSLA (State-281) - \$5108.00 Employee Benefits: NSLA (State-281) - \$15834.00 Employee Salaries: ACTION BUDGET: \$20942 |
| Total Budget: | | | | \$20942 |

Priority 3: Students will continue to improve in mathematics.

Supporting Data:

1. View Priority Priority 1: Mathematics 1. Needs Assessment: In 2011, the overall status for math is "Achieving". 2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Mathematics Priority: Mathematics. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal: Students will improve in mathematics. A Smart Accountability Team/Shared Leadership committee was implemented to address AYP. This committee consists of trained and experienced teachers and administrators who work together for a common goal of meeting the needs of our students and the goals of our school.

Benchmark To meet or exceed AYP standards in mathematics developed by the Arkansas Department of Education.

| Intervention: Review and revise mathematics curriculum | | | | |
|---|--------------------|--|---|-------------------|
| Scientific Based Research: Education commission of the states. (1996). Continuous Improvement Continuums. San Francisco, CA: Pacific Bell Foundation. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The Arkansas Frameworks will be reviewed by the ACSIP mathematics chairperson and the school curriculum will be aligned to the frameworks for any possible gaps. This will then be shared with the committee for revision work. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion | Joy Freel | Start: 08/09/2011 End: 08/15/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| All math teachers will follow the Total Instructional Alignment document created by a consortium of teachers from the DeQueen-Mena Educational Cooperative. | Joy Freel | Start: 08/09/2011 End: | <ul style="list-style-type: none"> Administrative Staff | ACTION \$ |

| | | | | |
|--|--------------------------|--------------------------------------|---|-------------------|
| Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion | | 05/22/2012 | <ul style="list-style-type: none"> Performance Assessments Teachers | BUDGET: |
| All students not meeting the proficient level on the benchmark examination in mathematics will have a student improvement plan on file. Teachers will address individual needs of students and target areas of weakness for the student in order to insure academic improvement for these students. All students are provided a Buckle Down workbook to address individual needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education | Vanessa Keaster | Start: 10/15/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Highly qualified special education teacher will coordinate instruction for special needs students with state frameworks in mathematics. Test data from the benchmark examination will be used to structure strategies and techniques that are aligned to individual SIP documents and learning needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education | Beverly Tedford | Start: 08/22/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Target Assessment Test will be given to all students in mathematics. These have been developed through collaboration at the DeQueen Mena Educational Cooperative. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion | Charlotte Hill/Joy Freel | Start: 09/05/2011 End: 04/30/2012 | <ul style="list-style-type: none"> Performance Assessments | ACTION BUDGET: \$ |
| Administrators will attend conferences offered through AAEA, DMECS, and other educational agencies that will address and enhance the leadership role in our school. | Paul Tollett | Start: 08/09/2011 End: 05/28/2012 | | ACTION BUDGET: \$ |
| Evaluating and reviewing the mathematics curriculum through TIA'S, Professional Development, Data, PLC'S and the Bench Mark Score is done daily. Test scores have increased because of this practice. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Inclusion of Smart Start/Smart Step Initiatives

Scientific Based Research: Duggan, T., & Homes, M. (Eds.) (2000). Closing the Gap: A report on the Wingspread conference (Beyond the standards horse race: Implementation, assessment, and accountability-The keys to improving student achievement). Washington, DC: council for basic Educations. Excerpts available online: <http://www.c-b-e.org/PDF/sw1999 CloseGap. pdf>

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|---|-------------------|
| Professional development that specifically addresses the needs of a diverse student population will be required of teachers. Workshops, professional reading material, and partnership programs will offer the staff innovative strategies that will impact student achievement. Action Type: Collaboration Action Type: Professional Development | Paul Tollett | Start: 07/01/2011 End: 06/01/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| Through data driven decision making, teachers will implement the state standards and be able to derive | Charlotte Binkley | Start: 07/01/2011 | <ul style="list-style-type: none"> Administrative | |

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|---|--------------|--|---|-------------------|
| academic improvement plans. Instructional models will aid in improving student achievement through academic designs that are essential for long-term change and recognizing cultural shifts. 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 | | End: 05/28/2012 | Staff ● Teachers | ACTION BUDGET: \$ |
| Summer school will be offered to all students not meeting state standards on the Benchmark Examination in 2009. This will include an SIP to target specific areas of deficiency. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion | Paul Tollett | Start: 05/20/2011 End: 06/30/2012 | ● Computers ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |
| Teachers will attend the Regional NCTM Council of Teachers of Mathematics in St. Louis . Other avenues of professional development will be explored and attended to insure teacher development and academic excellence Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation | Paul Tollett | Start: 08/18/2011 End: 05/31/2012 | ● Administrative Staff ● Central Office ● Computers ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |
| Evaluating summer school,scores were not influenced by this practice.Evaluating the professional development and data gathering did increase test scores in mathematics. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Writing in the Math Curriculum | | | | |
|---|--------------------|--|--|-------------------|
| Scientific Based Research: Johnson, Jean, Ana Maria Arumi, Amber Ott, and Michael Hamill. (January, 2006) Are parents and students ready for more math and science? Public Agenda. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| To enhance the mathematics curriculum, all math teachers will continue the writing program in the math classroom (including special education). Students will keep journals or binders with open-response questions on all test. Released items from the Benchmark Examination will be used as part of the instructional materials. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement | Charlotte Hill | Start: 08/09/2011 End: 05/01/2012 | ● Administrative Staff ● Performance Assessments ● Teachers ● Teaching Aids | ACTION BUDGET: \$ |
| All writing assignments will be aligned to the Arkansas frameworks and address specific areas of need as indicated through the writing component of the benchmark examination. Students will be required to complete open-response questions that cover the range of Bloom's Taxonomy.All SIP documents will be aligned to the state frameworks for mathematics and instruction includes a writing component. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement | Charlotte Binkley | Start: 07/01/2011 End: 05/28/2012 | ● Administrative Staff ● Teachers | ACTION BUDGET: \$ |
| Evaluating writing in the math curriculum help our students and we did show some improvement. Evaluating | Paul Tollett | Start: 08/01/2011 | | ACTION |

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|--|--|--------------------|--|------------|
| the test data, word problems test question still need improvement. | | End: 06/30/2012 | | BUDGET: \$ |
|--|--|--------------------|--|------------|

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|---------------|--|--|--|-----|
| Total Budget: | | | | \$0 |
|---------------|--|--|--|-----|

Intervention: Class schedules will include cluster groupings

Scientific Based Research: McCandliss, Bill and Albert Watson. (1983). Problemoids: Math Challenge and Problemoids: Math Mentor. New York: Trillium Press.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|-------------------|
| Cluster groupings will be used to meet the academic needs of gifted and/or academically talented students. Teachers will be trained by the ADE in how to differentiate in the content area. Teachers in grades 5 and 6 will complete a college board training for preAP mathematics. Action Type: Equity Action Type: Technology Inclusion | Kristi Cox | Start: 07/01/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Teaching Aids | ACTION BUDGET: \$ |
| Evaluating the GT and Pre AP programs, test scores are high in those classes. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |

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|---------------|--|--|--|-----|
| Total Budget: | | | | \$0 |
|---------------|--|--|--|-----|

Intervention: Increase parental involvement

Scientific Based Research: School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|--|-------------------|
| Parent/School contracts will be collaboratively written to address the needs of all students not meeting the standard on the Benchmark Examination. Open House, Parent Nights, and two scheduled parent/teacher conferences will be included in the NES calendar. Phone logs will be maintained by every teacher to document parent/teacher exchange of information. Copies of two-way communications will be kept as documentation of information exchange. All parents of special needs students will be contacted each quarter to insure academic information is being exchanged. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | Vanessa Keaster | Start: 08/09/2011 End: 05/08/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teaching Aids | ACTION BUDGET: \$ |
| Parents will be invited to share in the Thanksgiving, Christmas, and Easter meals in the cafeteria. Action Type: Parental Engagement | Vanessa Keaster | Start: 08/18/2011 End: 05/26/2012 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Evaluating parental involvement -- Nashville Elementary parents constantly are involved and show supportive participation in many areas of academics and student activities. Our documentation includes sign-in sheets, photographs, and teacher logs. | Paul Tollett | Start: 08/31/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |

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|---------------|--|--|--|-----|
| Total Budget: | | | | \$0 |
|---------------|--|--|--|-----|

Intervention: Class size reduction

Scientific Based Research: Schwartz, W. (2001, December). Closing the achievement gap: Principles for improving the educational success of all students. ERIC digest. New York, NY: ERIC Clearinghouse on Urban Education

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|----------|-----------|-----------------|
| In conjunction with Literacy Priority I, funds will | Joe Kell | Start: | | |

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|--|--|----------------------------------|--|--|
| be used to reduce class size. Funds will pay for 1.5 teachers to lower the teacher/pupil ratio. This will give students more individualized instruction. Academic improvement plans will be addressed specifically through the integration of reduced class size. Teachers will have more time to address individual student plans during the school day. 1.5 FTE Teachers will be employed. Action Type: Equity Action Type: Program Evaluation | | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office | NSLA (State-281) - \$18569.00 Employee Benefits: NSLA (State-281) - \$71250.00 Employee Salaries: ACTION BUDGET: \$89819 |
|--|--|----------------------------------|--|--|

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|--|--------------|--|--|-------------------|
| Evaluating Strategies of small class size have improved test scores. Teacher with small student class ratio allows teachers to address student needs with more effectiveness strategies, therefor bettering our test scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
|--|--------------|--|--|-------------------|

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|---------------|--|--|--|---------|
| Total Budget: | | | | \$89819 |
|---------------|--|--|--|---------|

Intervention: English Language Learners will be served through ESL classroom and ESL tutor

Scientific Based Research: White House Initiative on Educational Excellence for Hispanic Americans. (2001). Report on the White House strategy session on improving Hispanic student achievement. <http://www.ed.gov/offices/OIIA/Hispanic/report2001jan/>

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|-------------------|
| Students will be identified through the use of the ELDA examination. All limited English students will be served through ESL classes and a bilingual teacher aide will assist in all translation of material required for academic achievement of this subpopulation. A highly qualified teacher will teach language arts and reading to all qualified ELL students. SIPs will be addressed in the classroom and individualized needs will be targeted by the teacher. Action Type: Collaboration Action Type: Equity | Gail Milum | Start: 08/09/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | ACTION BUDGET: \$ |
| In evaluating the ESL program, highly trained ESL teachers will continue to utilize data, in-class instruction, on-going testing and evaluation. ESL students' test scores continue to show improvement and will be regularly monitored to maintain effectiveness within the classroom. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Implement IMPS program with 4th grade students

Scientific Based Research: Marzano, R.J. Polloc, J.E. & Pickering, D.J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. alexandriz, VA: McREL/Association for Supervision & Curriculum Development (ASCD).

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|-------------------|
| All 4th grade students will have an instructional math program that will be aligned with the five strands of the Arkansas Frameworks in mathematics for 4th grade. This will be utilized throughout the school year with benchmarks that must be met for each of the required skills. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion | Karen Kell | Start: 08/22/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| Evaluating the IMPS program , fourth graders have | Pual Tollett | Start: | | |

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|--|--|----------------------------------|--|-------------------|
| significantly increased their test scores. | | 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
|--|--|----------------------------------|--|-------------------|

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|---------------|--|--|--|-----|
| Total Budget: | | | | \$0 |
|---------------|--|--|--|-----|

Intervention: Drug Prevention/Character Education

Scientific Based Research: Stein,Rita,etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for Supervision and Curriculum Development

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--|-------------------|
| Staff development for teachers, counselor, and school employees will be continued. "Bullying It Hurts Everyone!" will be used while incorporating age appropriate activities. Fire Safety will be celebrated in October. Activities for Red Ribbon week will included all teachers, students, and parents. Parents will receive monthly newsletters from the school with all relevant dates and events. Parents will receive a month publication from the counselor Home & School Connection. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development | Vanessa Keaster | Start: 08/22/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids | ACTION BUDGET: \$ |
| Technology inclusion will be implemented to aid students in drug awareness and to create centers that discourage the use of tobacco, alcohol, or other substances. Action Type: Equity Action Type: Technology Inclusion | Vanessa Keaster | Start: 08/12/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Community Leaders District Staff | ACTION BUDGET: \$ |
| Evaluating Drug prevention and character education along with test taking strategies help our students. Test scores have improved on the benchmark because of this intervention. | V. Keaster | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |

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|---------------|--|--|--|-----|
| Total Budget: | | | | \$0 |
|---------------|--|--|--|-----|

Intervention: Reinforcement and enhancement through technology

Scientific Based Research: Smart Step Administrators' Leadership Institute. Building Instructional Leadership through Technology. Available at: http://arkedu.state.ar.us/smart_step/grant/gates_grant_p4.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|-------------------|
| Individualized instruction material will be used in the computer lab to adress SIPs of identified students. Use of JEdI will be used for intervention. Computers are available in the classrooms and in the computer labs. Also, students will take the Star Math Diagnostic Assessment. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion | Gaye Graham | Start: 08/30/2011 End: 05/10/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| Accelerated Mathematics will be utilized as part of the technology curriculum to assist in improving student performance through excelleration. All students will be pre and post tested for evaluation of strengths and weaknesses of mathematic skills. These areas of strength or weakness will be addressed through the use of this research based software program. Action Type: Equity Action Type: Technology Inclusion | Gaye Graham | Start: 08/10/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| All classrooms are equipped with smartboards and document readers for insructional strategies. Scott Foresman Textbooks in math and science have computer disks that enhance the capabilities of the teachers and meet the different learning styles of students. | Gayland Hopper | Start: 08/20/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |

| | | | | |
|---|--------------|--------------------------------------|---|-------------------|
| Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion | | | <ul style="list-style-type: none"> Teaching Aids | |
| An intervention teacher will be used to facilitate remediation and reinforcement of skills in the JEdI lab. 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 Action Type: Title I Target Assistance | Paul Tollett | Start: 08/20/2011 End: 08/28/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids | ACTION BUDGET: \$ |
| Evaluating Technology in our classes as well as in our after school program have increased our test scores. Test that are given through technology can be easily tracked through technology. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Grade level /department level meetings | | | | |
|---|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: American Institute for Research. (1999). An educators' guide to school-wide reform. Retrieved November 11, 2003, from http://www.aasa.org/issues_and_insights/district_organization/Reform/ . | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Each of the three grades in the building will hold weekly meetings to discuss academic progress of students. Minutes of these meetings or documentation of these meetings will be kept. There will also be monthly department meetings for evaluation of curriculum alignment between the grades. Action Type: Collaboration | Marcia Aylett | Start: 08/09/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Through PLC grade level and department level meetings total instructional alignment will be closely monitored by the teachers. This will improve student performance by using cross curriculum teaching strategies to address areas of deficiency, Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation | Joy Freel | Start: 08/09/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| All teachers received professional development in the use of Smart Boards to enhance teaching. | Paul Tollett | Start: 08/09/2011 End: 05/28/2012 | | ACTION BUDGET: \$ |
| Evaluating CWT'S, Pathwise Training, and PLC's, the Smart Accountability leadership team will continue to administer these practices. Test scores improved with these strategies. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Recruit and employ highly qualified teachers | | | | |
|---|--------------------|--------------------------------------|--|-------------------|
| Scientific Based Research: Sykes, Gary. 2003. Wanted: A national teacher supply policy for education: the right way to meet the highly qualified teacher challenge. Michigan State University. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Recruitment and employment of highly qualified teachers will be a priority. Administrators will publish job openings, actively recruit on college campuses, and screen all applicants for positions. Action Type: Equity | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants | ACTION BUDGET: \$ |

| | | | | |
|--|--------------|--|--|----------------------|
| Evaluating the recruitment of Highly Qualified teachers at different Universities are still a priority of the Nashville School District. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Evaluation of Math Priority | | | | |
|---|--------------------|--|---|----------------------|
| Scientific Based Research: National Education Goals Panel. (1999). Reading achievement state by state. Washington, DC: U.S. Government Printing Office). | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| All data from Augmented Benchmark Examination be evaluated and reviewed for student progress. A gain of 8% per year is the target goal. Students not meeting this goal will receive remediation after school, during summer school, and during the regular school day. Action Type: Program Evaluation | Charlotte Hill | Start: 10/15/2011 End: 05/28/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Evaluating data is the way we identify students that need some type of remediation. That is done in the classroom "present time", or in after-school tutoring, or in summer school. This process has helped increase our test scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: A partnership will be created with Learning4Today and Nashville Elementary School to secure a 21st Century Community Learning Grant. | | | | |
|--|--------------------|--|--|----------------------|
| Scientific Based Research: Academic Improvement and Teacher Quality Programs; 21st Century Community Learning Centers; 2008 Guide to U.S. Department of Education Programs (08/2008) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Form a collaborative partnership with Quality After-School Programs an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness | Deb Marshall | Start: 09/01/2011 End: 05/31/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids | ACTION BUDGET: \$ |
| Evaluating Nashville Elementary after-school program, students that attended the 21st Century Quality program showed improvement in test scores | Rick Rebsamen | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: Nashville Elementary School will equip children with the knowledge and skills they need to lead more healthful lives by choosing nutritious diets and being physically active.

Supporting Data: 1. View Priority 1. Needs Assessment: In 2011, the overall status for Wellness is "Achievement". 2. We formed ACSIP Leadership Teams and analyzed the Wellness state of our school.

Goal School Wellness activities will create a healthy school environment that supports consistent health, nutrition, and physical activity messages to students and community.

Benchmark A child health advisory committee will be established for the elementary school.

| Intervention: Students will be engaged in 60 minutes of physical activity every week and they will have a physical education class taught by a certified physical education teacher. | | | | |
|--|--------------------|----------|-----------|-----------------|
| Scientific Based Research: Kids Count Coalition Data. Available at: http://www.aradvocates.org/involved/kidscount/ . | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |

| | | | | |
|---|----------------|--|---|-------------------|
| Physical Education Frameworks will be used to teach students and create a school environment where students can meet district wellness and academic goals. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness | Lafe Caton | Start: 08/12/2011 End: 05/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers | ACTION BUDGET: \$ |
| Parents will receive research data on child nutrition each year. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | charlotte Hill | Start: 09/05/2011 End: 05/01/2012 | | ACTION BUDGET: \$ |
| Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. The Health Index will be used in evaluating the effectiveness of the program on student health. Action Type: Program Evaluation Action Type: Wellness | Paul Tollett | Start: 08/26/2011 End: 05/29/2012 | <ul style="list-style-type: none"> Computers District Staff Teachers | ACTION BUDGET: \$ |
| Evaluating Wellness with BMI checks, P.E and a 25 minute Activity period Nahville Elementary is reaching it's goals. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 5: Corrective action will be taken to help students meet AYP in Literacy and Math.

Supporting Data:

- View Priority 1. Needs Assessment: In 2011, the overall status for Nashville Elementary is "Achieving".
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest needs within Nashville Elementary. Literacy and math. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal Insure that all students meet AYP

Benchmark To meet or exceed AYP standards set by the Arkansas Department of Education.

| Intervention: Increase Parental Involvement | | | | |
|--|--------------------|--|---|-------------------|
| Scientific Based Research: Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. Children and Youth Services Review, 26(1), 39-62. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. A planning session will be held prior to the current school year. Advisory members will be assigned priority positions during that meeting. Research data will be distributed and analyzed by the committee for decision making purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers | ACTION BUDGET: \$ |
| An academic improvement plan will be developed by the parents and school to address the academic needs of students not meeting proficiency scores on the | Charlotte Hill | Start: 07/01/2011 End: | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |

| | | | | |
|--|-----------------|--------------------------------------|---|-------------------|
| <p>benchmark examination. Parents will sign a contract to insure implementation of strategies and techniques developed to increase academic performance.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | | 06/30/2012 | <ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids | |
| <p>A resource exhibit will house materials on good parenting skills and educational tools. A form will be completed at the beginning of the school year for parent volunteers who want to share interests and talents with students and staff members. The mission statement is given to every parent at registration. The student handbook states the process for reporting to parents and the documentation of this communication as well as the grievance procedures for resolving parent concerns. An advertisement honoring parental involvement in the elementary school will be published in the two local papers. A parent center will be housed next to the conference room.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | Charlotte Hill | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>All teachers will maintain a phone log of parent contacts. In addition, documentation for two-way communication between parents will also be kept. Every parent in the district will be contacted by their child's teacher during the school year. Principals will evaluate this data and make recommendations for improved parental engagement when needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | Vanessa Keaster | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>Two parent/teacher conference nights will be included in the district calendar for the 2009-2010 school year. Refreshments will be served. The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | Charlotte Hill | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments Teachers | ACTION BUDGET: \$ |
| <p>Provide after school program and will continue the 21st Century partnership with Quality After-School Programs. Quality After-School Programs is an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p> | Rick Rebsamen | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants School Library Teachers Teaching Aids | ACTION BUDGET: \$ |
| <p>Nashville Elementary will send parents a letter notifying them of the school improvement status (in multiple languages where applicable). Status will also be published in the local papers and is included in the</p> | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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|---|--------------|--|--|----------------------|
| annual report to the public meeting. Information in the form of letters, flyers... will also be given to parents at Open House at the beginning of the school year and at Parent/Teacher conferences each semester. Included in these letters will be information on the instructional strategies that are being used to help the students meet AYP and things that parents can do to better prepare their children for school, learning, and testing. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | | | | |
| Evaluating parental involvement -- Nashville Elementary parents constantly are involved and show supportive participation in many areas of academics and student activities. Our documentation includes sign-in sheets, photographs, and teacher logs. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Academic Improvement Plans will be designed to offer appropriate individualized remediation during and after school hours.

Scientific Based Research: Allington, Richard L. The six Ts of effective elementary literacy instruction. Phi Delta Kappan, June 2002.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|---|----------------------|
| After-school tutoring will be provided by the 21st Century Community Learning Grant. A site coordinator will oversee the program which will provide 10 hours of tutorial and enrichment activities four days per week. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Students will receive additional reinforcement and remediation instruction in the computer lab using My Reading Coach and "Literacy Lab". An intervention Teacher will be employed to oversee this computer lab. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Summer school will be offered to students at Nashville Elementary. Interventions will be offered according to the student's areas of deficiency. Services will be offered to all students not meeting proficient on the benchmark examination. Specific areas of academic deficiency will be targeted to address academic weaknesses and improve student performance. These services exceed State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| Evaluating Remediation Strategies done through 21st After-School, tutoring labs, summer school and present timeclassroom work improves test scores. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Professional Development and Curriculum Alignment

Scientific Based Research: Labov, William. (2005) Can reading failure be reversed? A linguistic approach to the question. Cresskill, NJ: Hampton Press.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|------------------------------|--------------------------------------|--|-------------------|
| <p>All teachers will incorporate the Total Instructional Alignment model created by the participating schools in the DeQueen-Mena Educational Cooperative. Teachers will align vertically and horizontally to create a continuum of instruction that is aligned to the target test assessment document. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Vanessa Keaster | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| <p>Data from the 2010 and previous years Benchmark Exams will be posted on the elementary shared server. This will allow teachers, coaches, and administrators to easily access this data. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p> | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teaching Aids | ACTION BUDGET: \$ |
| <p>Target Testing Data will be used to review and revise teaching strategies. Results of the four target tests will be disseminated to all teachers with the D2SC software. This data will be used to chart progress of students in Math and Literacy through out the school year. 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</p> | Paul Tollett / Charlott Hill | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| <p>Embedded Professional Development will be used by grade level and subject area teachers, coaches, and administrators to evaluate student scores after each Target tests. Weak areas will be identified and teaching strategies will be developed to address and reteach the SLE with low performance. 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</p> | Paul Tollett / Charlott Hill | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| <p>A highly trained language arts teacher will be employed by the district as Literacy Coach to oversee the Literacy program in the elementary school. The coach will assess the alignment of the language arts program with the Arkansas Frameworks and review the TIA document while working with the DeQueen Mena Educational Cooperative Literacy Specialist to insure academic consistency between grade levels. The literacy coach will oversee parent conferences and initiate cultural appropriate events. The literacy coach will be responsible for the language arts component of the student AIP files. She will provide ADE released items, examine individual AIP folders for alignment, and provide feedback to teachers concerning strategies and techniques for improving academic performance of students' not scoring proficient on the benchmark examination. The literacy coach will receive professional development for implementing target assessments and rubric evaluation.</p> | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |

| | | | | |
|---|-------------------------------------|---|--|---------------------------------------|
| <p>She will provide professional development for the language arts staff. (funds are allocated in the Literacy priority) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | | | | |
| <p>All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Current teachers that are determined to need a mentor (by evaluation) will be assigned an experienced, effective teacher mentor. Discipline specific training will be offered throughout the school year that addresses improvement of Literacy & Math. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement plans for students not scoring proficient or above on the benchmark examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p> | <p>Paul Tollett / Rick Rebsamen</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Current teachers that that are determined to need a mentor (by evaluation) will be assigned an experienced, effective teacher mentor. Discipline specific training will be offered throughout the school year that addresses improvement of Literacy & Math. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement plans for students not scoring proficient or above on the benchmark examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p> | <p>Paul Tollett / Rick Rebsamen</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>CWT's will be conducted to gather data for instructional strategies throughout all classrooms. Administrators will look for instruction that is tied to the Arkansas frameworks and level of understanding by students. This data will be evaluated for effective teaching practices. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p> | <p>Paul Tollett</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Every student will be enrolled in a reading class. SRA Reading Labs will be purchased for each of the 30 classrooms. Students will be evaluated through the use of Star Reading Analysis. Students will receive reading instruction according to individual reading levels.</p> | <p>Charlotte Hill</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Outside | <p>_____</p> <p>ACTION BUDGET: \$</p> |

| | | | | |
|--|--------------|--|---|-------------------|
| Evaluation of reading improvement will be conducted quarterly. 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 | | | Consultants ● Performance Assessments ● School Library ● Teachers ● Teaching Aids | |
| Evaluating CWT'S, Pathwise Training, and PLC's, the Smart Accountability leadership team will continue to administer these practices. Test scores improved with these strategies. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 6: Use Title III funds to increase student achievement in Literacy and Math for all ELL/LEP students at Nashville Elementary School.

Supporting Data:

1. View Priority 1. Needs Assessment: In 2011, the overall status for Tile3/ ELL "Achieving". 2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Title3/ELL Priority: EEL. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal Insure that all ELL/LEP students at Nashville Elementary School meet AYP.
Benchmark To meet or exceed AYP standards set by the Arkansas Department of Education.

| Intervention: Implement teaching strategies that address ELL/LEP students. | | | | |
|---|--------------------|--|------------------------|-------------------|
| Scientific Based Research: Ferguson, Chris. Reaching out to diverse populations: What can schools do to foster family-school connections? Southwest Educational Development Laboratory, September 2005. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| An ESL Aide will be employed by the District to insure adequate communication and to tutor LEP students who need translation of academic materials. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | ● Administrative Staff | ACTION BUDGET: \$ |
| Teachers will be trained in strategies and techniques to teach English as a second language to students. Joe Kell, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. ESL Language Arts classes will meet the individual needs of limited English students with instructors trained by the ESL Academy. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development | Gail Milum | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Corrective Reading Comprehension will be used with all student identified as English Language Learners. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration | Gail Milum | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |

| | | | | |
|--|--------------|--|--|-------------------|
| Action Type: Equity Action Type: Parental Engagement Action Type: Special Education | | | | |
| Project Glad strategies will be implemented in all classrooms to integrate schooling language minority students with English speakers. This will include guided oral practice with total class modeling of reading and writing. Action Type: Alignment Action Type: Collaboration Action Type: Equity | Paul Tollett | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| In evaluating the ESL program, highly trained ESL teachers will continue to utilize data, in-class instruction, on-going testing and evaluation. ESL students' test scores continue to show improvement and will be regularly monitored to maintain effectiveness within the classroom. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 7: Nashville Elementary Administration and Teachers will seek professional development opportunities and gather and analyze data for the success of the Nashville Elementary Students. These Professional Development resources will help the administration and teachers to insure that students will score at or above the state average on the Benchmark Exam.

Supporting Data: 1. View Priority 1. Needs Assessment: In 2011, the overall status for math is "Achieving". 2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark . We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Tile3/ELL: ELL. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal NES Administration will provide professional development and structure programs to enhance student achievement.

Benchmark To meet or exceed the Benchmark AYP scores in literacy and math on the ACTAAP. These scores are 78.40 in Literacy and 77.50 in Math.

| Intervention: Principals will attend professional development to enhance their ability to leadership. | | | | |
|--|--------------------|--|-----------|-------------------|
| Scientific Based Research: | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Administrators will seek professional development for student achievement. | Paul Tollett | Start: 07/31/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Principals will attend the DMEC Administrator's Retreat in June each year to enhance technology, parental involvement, fiscal training, and a Data disaggregation session to enhance students test scores. | Paul Tollett | Start: 07/31/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Principals will attend the annual Arkansas Educational Administrators Association meetings for legal and best practices strategies for student achievement. | Paul Tollett | Start: 07/31/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Principals work closely with teachers to monitor data on student performance. | Paul Tollett | Start: 07/31/2011 End: | | ACTION \$ |

| | | | | |
|--|---------------|--|--|----------------------|
| | | 08/01/2012 | | BUDGET: |
| Principals will use CWT's to monitor teaching strategies and identify areas of professional development opportunities. | Rick Rebsamen | Start: 07/31/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Principals and teachers will use an assessment wall to monthly determine interventions and remediation. | Ms. Hill | Start: 07/31/2011 End: 08/01/2012 | | ACTION BUDGET: \$ |
| Evaluating Leadership, Test Scores have improved. Nashville Elementary is now an "Achieving" school. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 8: Implementation request of the Scholastic Audit Team findings during the 2010/2011 school year will be reviewed. Although making AYP and now with the classification of Achieving during the 2011/2012 school year, Certain strategies will be implemented that will continue to help Nashville Elementary make AYP.

Supporting Data: 1. View Priority Priority 1: Scholastic Audit Supporting Data: 1. Needs Assessment: In 2011, the overall status for math is "Achieving". 2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 4-6 Augmented Benchmark & EOC exams. We examined the results from both the combined population and each sub-population to determine our main areas of weakness. This data will be used to determine progress of students and the programs that are being used in our building. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment, and professional development. We are modifying our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our sub-populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Scholastic Audit: Literacy and Mathematics. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

Goal Every Student will make AYP at Nashville Elementary School
Benchmark By the Year 2013/2013, Every student will meet the AYP requirements.

| | | | | |
|--|--------------------|--|-----------|----------------------|
| Intervention: Scholastic Audit Recommendations to Literacy and Math | | | | |
| Scientific Based Research: Based on The Bench Mark scores. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| More CWT's should be done by Administrators and Math/Literacy Coaches. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Weekly meeting in subject areas, 4-6 for vertical alignment. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| The sixth grade teachers will attend professional development in Little Rock to address Free/ Reduced students and African American students on The Bench Mark Test. The conference, "Understanding and Improving Test Scores" will help the sub-pops improve for Nashville. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Evaluating the scholastic Audit, Nashville has implemented these strategies. | Paul Tollett | Start: 08/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

- Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|-------------------|--------------------------|-------------------|
| Business Representative | Marilyn Britt | Member | Steering |
| Classroom Teacher | Allison Dixon | Member | Wellness |
| Classroom Teacher | Becky Floyd | Member | Mathematics |
| Classroom Teacher | Becky Reeder | Chairperson | Mathematics |
| Classroom Teacher | Bernice Jamison | Member | Literacy |
| Classroom Teacher | Beverly Tedford | Chairperson | Special Education |
| Classroom Teacher | Carol Martin | Member | Special Education |
| Classroom Teacher | Charlotte Binkley | Member | Mathematics |
| Classroom Teacher | Charlotte Hill | Member | Steering |
| Classroom Teacher | Gail Milum | Member | Literacy |
| Classroom Teacher | Gaye Graham | Member | Literacy |
| Classroom Teacher | Janet Copeland | Member | Mathematics |
| Classroom Teacher | Janet McCullough | Member | Special Education |
| Classroom Teacher | Jaree Hall | Member | Steering |
| Classroom Teacher | Joanna Howard | Chairperson | Wellness |
| Classroom Teacher | Joy Freel | Member | Mathematics |
| Classroom Teacher | Karen Kell | Member | Mathematics |
| Classroom Teacher | Karen Terrell | Member | Mathematics |
| Classroom Teacher | Karen Tollett | Member | Literacy |
| Classroom Teacher | Katie Corbell | teacher | wellness |
| Classroom Teacher | Kerry Bridgeman | English Teacher | Literacy |
| Classroom Teacher | Kristi Cox | Member | Literacy |
| Classroom Teacher | Kristi Vines | member | Literacy |
| Classroom Teacher | LaDonna Curtis | Member | Special Education |
| Classroom Teacher | Laura Pope | Member | Literacy |
| Classroom Teacher | Leah Hainen | Member | Literacy |
| Classroom Teacher | Marcia Aylett | Member | Mathematics |
| Classroom Teacher | Michael Eudy | Art Teacher | Wellness |
| Classroom Teacher | Morgan Howard | Teacher | Wellness |
| Classroom Teacher | Sarah Smith | Chairperson | Literacy |
| Classroom Teacher | Stacy Bright | Teacher | Literacy |
| Classroom Teacher | Twyla Nichols | Member | Literacy |
| District-Level Professional | Daryl McJunkins | Member | Steering |
| District-Level Professional | Joe Kell | Assistant Superintendent | Steering |
| Non-Classroom Professional Staff | Connie Whisenhunt | Member | Special Education |
| Non-Classroom Professional Staff | Jeri Loveliss | Member | Special Education |
| Non-Classroom Professional Staff | Karen Richards | Member | Wellness |
| Non-Classroom Professional Staff | Marianela Jamison | Para-Pro | Literacy |
| Non-Classroom Professional Staff | Regina Ray | Member | Steering |
| Non-Classroom Professional Staff | Tina Conzel | Member | Wellness |
| Non-Classroom Professional Staff | Vanessa Keaster | Member | Steering |
| Parent | Amelia Moorer | Parent | Steering |
| Principal | Paul Tollett | Principal | Steering |
| Principal | Rick Rebsamen | Chairperson | Steering |

School Plan

[Print Version](#)

NASHVILLE PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

We, the staff of Nashville Primary School, believe that all children have the right to be accepted as individual learners. We provide opportunities for students to become proficient in literacy and math, and we are committed to guiding students to achieve their maximum potential as educated, responsible citizens of our community.

Grade Span: K-3

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: Nashville Primary students will improve their reading scores on the ITBS as well as score at or above the state average on the literacy section of the third grade benchmark exam.

Priority 2: Special Education

Goal: Reduce % of black students in special education.

Priority 3: Mathematics

Goal: Nashville Primary students will score at or above the state average on the ITBS as well as the third grade benchmark exam.

Priority 4: Wellness

Goal: Nashville Primary students will exhibit healthier BMI results.

Priority 5: Leadership

Goal: Improve leadership skills at the building level therefore enabling Nashville Primary students to score at or above the state average on the literacy and math sections of the third grade benchmark exam as well as the ITBS exams.

Priority 6: ELL

Goal: Nashville Primary ELL students will improve their reading and math scores on the ITBS and will score at or above the state average on the literacy and math sections of the benchmark exam.

Priority 1: Improving Literacy

1. 3rd Grade Benchmark Exam: 2010 Benchmark scores indicated that 22% of our combined population scored basic or below. Our only subpopulation that continues to be a concern is our economically disadvantaged population with 27% scoring basic or below. Our 2009 Benchmark scores showed that 29% of our combined populations scored basic or below. Our Caucasian population had only 17% scoring basic and below, our Hispanic population had only 35% scoring basic or below, but our African American population had 47% scoring basic or below (an area of concern). Our economically disadvantaged population had 37% scoring basic or below (another area of concern) and our LEP students had 50% scoring basic or below while our students with disabilities had 69 % scoring basic or below. In the Spring of 2008, 29% of our combined populations scored basic or below in literacy, however 47% of our African American students scored basic or below. Thirty-seven percent of our economically disadvantaged students scored basic or below as well as 47% of our students with disabilities. Forty-three percent of our Hispanic students scored basic or below and 66% of our LEP students.
2. The MAT 8 test given in the Spring of 2010 to our kindergarten students showed that our K students combined population scored 56-5 but our economically disadvantaged group scored only 36-4. The SAT 10 test given to first grade indicated that the combined population scored 43-5 while the economically disadvantaged subpop scored only 38-4. The second grade SAT 10 scores indicated a combined population score of 41-5 with the economically disadvantaged supop scoring only 36-4. The MAT 8 test was given in K in the Spring of 2009. The combined population score was 54-5. African

Supporting Data:

American students scored 53-5 while the Hispanic students scored 34-4 and the Caucasian scored 63-6. Our economically disadvantaged students scored 51-5 while our students with disabilities scored 37-4, and our LEP students scored 37-4. Our first graders took the SAT 10 test. The combined population score for first grade was 39-4. Our African American students scored 27-4, while the Hispanic students scored 35-4 and the Caucasians scored 48-5. Our economically disadvantaged students scored 35-4 while our students with disabilities scored 21-3 and our LEP scored 35.4 The second graders also took the SAT 10. Their combined population scored was 41-5. The African American students scored 24-4 while the Hispanic scored 21-3 and the Caucasian scored 57-5. Our economically disadvantaged students scored 30-4 while our students with disabilities scored 19-3 and the LEP students scored 16-3. The third grade also took the SAT 10 test. The combined population score in reading comprehension was 41. The African American students scored 25 while the Hispanic students scored a 36 and the Caucasian students scored a 52. The economically disadvantaged students scored a 32 while the students with disabilities scored an 11 and the LEP scored a 27. The SAT 10 test was given in the Spring of 2008. First grade students had a combined population of 50% that scored below the 50th percentile in literacy/reading comprehension. 57.9% of the African American population scored below the 50th percentile, 55.8% of the Economically Disadvantaged, 81.8% of the LEP population, and 72.7% of the Students with Disabilities. Second grade students had a combined population of 69.1% that scored below the 50th percentile in literacy/reading comprehension. 80% of the African American population, 77.6% of the Economically Disadvantaged population, 90.5% of the Limited English Proficient population, 86.7% of the Students with Disabilities scored below the 50th percentile. Third grade students had a combined population of 53.3% that scored below the 50th percentile in literacy/reading comprehension. 69.7% of the African American population scored below the 50th percentile, 63.4 % of the Economically Disadvantaged, 83.3% of the Limited English Proficient population, and 73.3% of the Students with Disabilities scored below the 50th percentile.

3. Discipline referral and attendance records support the need for intervention with the subpopulations, especially our economically disadvantaged group.
4. Nashville Primary School uses the DIBELS assessments to determine students in need of intensive interventions in language arts. 73% of those students are considered economically disadvantaged students. 27% of those students are African-American, and 19% are Hispanic.
5. Nashville Primary School will work diligently to continually improve our students' achievement in literacy, even though our current status is achieving with a combined score of 80.9. Our lowest subgroup is the students who are identified economically disadvantaged (78.1). Our lowest scores even though they do not make up a subgroup is our African American males (61.3). Data from summative and formative assessments will be continually tracked on each group and small group as well as individual interventions and remediation will be a continuous strategy for improving our student achievement in both groups.

Goal Nashville Primary students will improve their reading scores on the ITBS as well as score at or above the state average on the literacy section of the third grade benchmark exam.

Benchmark To meet AYP (85.6) standard developed by the Arkansas Department of Education.

| Intervention: Increase number of teachers to improve quality of instruction. | | | | |
|--|---------------------|--------------------------------------|--|---|
| Scientific Based Research: "Class Size: Counting Students Can Count," Fall, 2003, American Education Research Assoc. "Class Size Reduction: Myths and Realities" http://www.2.3d.gov , October 2002 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Title I, NSLA, and Title IIA money will be used to hire 4.5 FTE highly-qualified teachers and 4.0 FTE paraprofessionals to improve the quality of instruction in Literacy and to aid implementation of student interventions. Each year effectiveness will be evaluated using formative and summative assessments. Action Type: Equity Action Type: Title I Schoolwide | Interview Committee | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | Title II-A - Employee Salaries: \$78836.00 Title II-A - Employee Benefits: \$19337.00 Title I - Employee Salaries: \$165234.00 Title I - Employee Benefits: \$29273.00 NSLA (State-281) - Employee Benefits: \$12117.00 NSLA |

(State-281) - \$41450.00
Employee Salaries:

ACTION BUDGET: \$346247

Total Budget: \$346247

Intervention: Provide summer school for students needing remediation.

Scientific Based Research: "Out-of School Time Programs for At-Risk Students" by Kirsten Miller, David Snow, and Patricia Lauer (2004) "On Summer Loss" by John Hopkins University, Center for Summer Learning (2004)

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--|--------------------------------------|---|---|
| Teachers (3.5 FTE for literacy) will be hired to teach summer school for two weeks. Action Type: Equity Action Type: Title I Schoolwide | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500 |
| Students will be identified for remediation/enrichment of skills, based on their formative and summative assessments as well as a teacher survey of student performance. Action Type: AIP/IRI Action Type: Equity | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Materials and supplies will be purchased for summer school and for interventions throughout the school year. Action Type: Alignment Action Type: Title I Schoolwide | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teaching Aids | ACTION BUDGET: \$ |
| The effectiveness of the summer school program will be evaluated each year utilizing formative and summative assessments. Action Type: Program Evaluation | Administrative Staff, Teachers, Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$9500 |

Intervention: Students in need of remediation will be offered after-school tutoring.

Scientific Based Research: "Afterschool Achievement: Strengthening Literacy and Other Skills" by Geoffrey Alan (2006) "High-Performing Afterschool Programs Share Five Characteristics" by Southwest Educational Development Laboratory (2006)

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|----------------------|--------------------------------------|--|---|
| Students will be identified for tutoring classes based on their Iowa Test scores. Action Type: AIP/IRI Action Type: Equity | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Title I funds will be utilized to hire 4.0 FTE certified teachers for literacy to teach after-school tutoring with an emphasis on improving literacy skills two days a week. Action Type: Equity Action Type: Title I Schoolwide | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | | Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500 |

| | | | | |
|--|--|--------------------------------------|--|-------------------|
| The after-school tutoring program will be re-evaluated each year according to formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: AIP/IRI Action Type: Program Evaluation | Administrative Staff, Teachers, Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$9500 |

Intervention: Improve students' literacy skills through the use of technology.

Scientific Based Research: "A New Golden Age in American Education: How the Internet, the Law, and Today's Students Are Revolutionizing Expectations" National Education Technology Plan (2004) "Using Assistive Technology to Support Writing" by the Center for Implementing Technology in Education (2006)

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|--------------------------------------|--|-------------------|
| Implement new Orchard computer software in computer lab, and BrainPop web-based software in all classrooms. Action Type: Technology Inclusion | Technology Committee | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | ACTION BUDGET: \$ |
| Teachers will be offered six hours of technology training each year to improve technology instruction. Action Type: Technology Inclusion | Technology Coordinators, Area Coop | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Central Office Computers Outside Consultants | ACTION BUDGET: \$ |
| Utilize the arts (music and art classes) to enhance student learning with technology. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | Stacia Petty, Music Teacher and Tricia Elliott, Art Teacher | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Utilize "My Reading Coach" with students who are identified as at risk in reading. Action Type: AIP/IRI Action Type: Special Education | Administration, Classroom Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Improve literacy and math skills through parental involvement.

Scientific Based Research: "Parental Involvement Is as Easy as Pie!" Hopkings, Education World, 2004.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|-------------------------------|--------------------------------------|--|-------------------|
| Continue active parent volunteer program in primary (VIP) in collaboration with foster grandparent program, and parent volunteers. Action Type: Parental Engagement | Teachers, Parent Coordinators | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Establish Parent Information Center. Action Type: Parental Engagement | Parent Coordinators | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Post on website and Edline as well as send out paper copies of monthly principals' newsletter with current events and parenting information. Action Type: Parental Engagement | Principals | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Publish ads in local newspapers thanking parents for their participation in PT conferences, Open House, Parent Nights, etc. Action Type: Parental Engagement | Parent Coordinators | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Send home nine weeks grade level syllabus and | Teachers | Start: | | |

| | | | | |
|---|---|--|---|-------------------|
| weekly grade level plans. Action Type: Parental Engagement | | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Teachers will receive 2 hours of training and administrators will receive 3 hours of staff development training to enhance understanding of effective parental involvement. Action Type: Parental Engagement | Area Coop, Parent Coordinators | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |
| All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. Action Type: Parental Engagement | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Include school's process for resolving parental concerns in school handbook. Action Type: Equity Action Type: Parental Engagement | Shirley Wright, Principal, Terry Young, Assistant Principal | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Appoint parent facilitator. Action Type: Parental Engagement | Shirley Wright, Principal, Terry Young, Assistant Principal | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Utilize Edline program technology to enable parents to check their child's academic progress daily as well as stay informed of school news. Action Type: Parental Engagement | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Effectiveness of our Parental Involvement Program will be evaluated each year by conducting a parent survey concerning the program. Action Type: Program Evaluation | Facilitator | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Send home Common Core information pamphlet with parents at Open House and also in students' Friday Folders. Action Type: Parental Engagement | Rebecca Stanley, Literacy Coach | Start: 09/06/2011 End: 09/06/2011 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Utilize literacy coach to supervise implementation of comprehensive literacy program. | | | | |
|--|----------------------|--|--|--|
| Scientific Based Research: National Reading Panel Report (2000); Put Reading First (2001) Research-Based Methods of Reading Instruction K-3, (2004) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Employ literacy coach 1.0 FTE. Action Type: Equity | Interview Committee | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Teachers | Title I - Employee \$54408.00 Salaries: Title I - Employee \$11200.00 Benefits: ACTION BUDGET: \$65608 |
| Provide literacy coach with materials and supplies. Action Type: Equity | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Provide supplies and materials for reading classrooms. Action Type: Alignment Action Type: Equity | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | Title I - Materials & Supplies: \$7000.00 ACTION BUDGET: \$7000 |

| | | | | |
|--|--|--------------------------------------|---|-------------------|
| Provide continuous staff development for primary school staff in comprehensive literacy. Action Type: Professional Development | Administrators, Literacy Coach, ADE Specialists | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |
| Mentor teachers who are having difficulty with literacy components, in particular writing/open response questioning techniques and strategies in conjunction with Common Core Standards implementation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development | Becky Stanley, Literacy coach | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments | ACTION BUDGET: \$ |
| Assist teachers in identifying and tracking "bubble kids", the students scoring basic, but within a few points of proficiency who need additional intensive interventions. Action Type: AIP/IRI Action Type: Collaboration | Shirley Wright, Principal, Terry Young, Assistant Principal, Becky Stanley, Literacy coach | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Evaluate effectiveness of coaching model by studying assessment data using formative and summative assessments. Action Type: Program Evaluation | Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$72608 |

Intervention: Nashville Primary School will utilize a comprehensive literacy approach to phonics and phonemic awareness instruction, fluency and word study/spelling instruction, vocabulary, comprehension, and writing instruction.

Scientific Based Research: National Reading Panel Report (2000); Put Reading First (2001); Classroom Instruction that Works by Marzano and Pickering(2001);The Fluent Reader by Timothy Rasinski (2003);Research Based Methods of Reading Instruction K-3 by Sharon Vaughn (2004);Words Their Way by Shane Templeton (2004); Building Academic Vocabulary by Marzano and Pickering (2005);I've Dibel'd Now What by Susan Hall (2006)

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|---|--------------------------------------|---|-------------------|
| Students will receive explicit instruction in phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing aligned with the curriculum standards. Action Type: AIP/IRI Action Type: Alignment | Classroom Teachers, Literacy Coaches | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Administrators and the literacy coach will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-throughs. The program will be evaluated by the administration and the literacy coach by observation and disaggregation of formative and summative assessment data. Action Type: Collaboration Action Type: Program Evaluation | Shirley Wright, Principal, Terry Young, Assistant Principal | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| DIBELS assessments will be administered 3 times a year. Progress will be monitored monthly. Additional diagnostic assessments will be administered to students at risk of reading failure and additional instruction/interventions will be put in place for those students. Action Type: AIP/IRI Action Type: Alignment | Teachers, Literacy Coach | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Teachers will participate in continuous comprehensive literacy training and other research based professional development such as Common Core State Standards training, ELLA II, Pathwise, Talents Unlimited, Step Up to Writing, etc. Action Type: Professional Development | Literacy Coach, ADE Specialists | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |

| | | | | |
|--|-------------------------------------|--------------------------------------|---|-------------------|
| Action Type: Title I Schoolwide | | | | |
| Parents will be informed of student progress in the literacy program through reports, conferences, Edline, parent nights, etc. Action Type: Parental Engagement | Classroom Teachers, Literacy Coach | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| An assessment wall is utilized to track student's progress with their current reading levels and progress. Students are identified and monitored who are deemed at risk. Action Type: AIP/IRI Action Type: Alignment | Principal, Literacy Coach, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Language Arts Curriculum Alignment | | | | |
|--|---|--------------------------------------|---|-------------------|
| Scientific Based Research: "Getting Results with Curriculum Mapping" by Heidi Hayes Jacobs (2004) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Implement TIA document from the DeQueen Mena Educational Cooperative which is aligned with the Common Core State Standards and will be continually evaluated and updated to insure improvement in student instruction. Action Type: Alignment | Teachers, Outside Consultants | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| Teachers will hold weekly grade level meetings to share strategies and techniques. Action Type: Alignment Action Type: Collaboration | Teachers, Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Implement Target Assessments to measure progress toward meeting proficiency goals in literacy. Action Type: Alignment Action Type: Program Evaluation | Teachers, Administration, Outside Consultants | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: Special Education

Supporting Data: 1. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 12.55% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 5.60%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Goal Reduce % of black students in special education.

Benchmark By the end of the 2011-2012 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

| Intervention: Disproportionality Reduction/ | | | | |
|--|--------------------|----------|-----------|-----------------|
| Scientific Based Research: Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education. Kohler, P. and Reese, J. (2005, September 20). JEDI: A powerful force in Arkansas schools. Counterpoint Snyder, N. (2005, March 1). IDEA '04 bring changes in early intervention, prevention. THE ASHA Leader, pp. 1, 28-29. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Maintain the established pre-referral process | Len Fletcher, | Start: | | |

| | | | | |
|--|-----------------------|---|--|--------------------------|
| <p>for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include My Reading Coach; Early Bird Program; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p> | <p>Kayla Coulter</p> | <p>07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>Target kindergarten students performing below average on the kindergarten pre-assessment screening and students transitioning from pre-school special education programs. Early intervention strategies will be implemented to address deficit areas. These strategies may include "Early Bird" Program; After School Tutoring; Learning Milestones; My Reading Coach; and/or School Based Mental Health services. All of these interventions include an evaluation component that measures the student performance during the student's participation in the program. Evaluation will be based on the reduction of special education referrals..</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p> | <p>Len Fletcher</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>Continue an "Early Bird" Program to prepare targeted pre-school students for a successful kindergarten experience. Identified students will be invited to participate in a summer school pre-literacy program. The program is designed to acquaint targeted students with getting ready to learn skills. The student will be more familiar with the learning expectations of the kindergarten curriculum when the school year begins. In addition, summer school will also be offered to other high-risk students with a small teacher student ratio for more individualized instruction. Teachers will be hired and supplies purchased to implement the program. Deficit areas will be addressed to build student performance.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p> | <p>Shirley Wright</p> | <p>Start: 07/01/2011 End: 06/30/2012</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers | <p>ACTION BUDGET: \$</p> |

| | | | | |
|--|---|--------------------------------------|---|---|
| Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education | | | | |
| "My Reading Coach" software will continue to be employed to target 2-3 high-risk students. This software addresses the 5 basic reading components. This software guarantees success in reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of students to participate in this program. Monthly assessments administered through the comprehensive literacy program will evaluate progress of student performance. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | Daryl McJunckins | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Computers | ACTION BUDGET: \$ |
| After-School Tutoring will be offered to struggling students with a high risk of failure. Teachers will be hired and supplies purchased to implement the program. The program will allow a low teacher/student ratio with one teacher assigned to approximately 8 or 9 students. Instruction will address literacy skills one afternoon each week and math skills another afternoon each week. Student performance will be evaluated on a monthly basis through the DIBELS assessments Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education | Daryl McJunckins, Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Continue a Language Enrichment class to address special language needs of entering kindergarten students with a primary language other than English. This small class instruction will explore instructional English to enhance the acquisition of skills in the general education kindergarten classroom. The intent of this program is to reduce the referral of LEP students which may inadvertently result in misidentification of the LEP population. Evaluation will be conducted by comparing the pre-assessment data with post-assessment results at the end of the second semester. Action Type: Special Education | Daryl McJunkins, Special Ed Supervisor, Len Fletcher, Special Education Teacher | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Employ 1.0 FTE paraprofessional for self-contained special education classroom. Action Type: Special Education | Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | NSLA (State-281) - \$3428.00 Employee Benefits: NSLA (State-281) - \$15834.00 Employee Salaries: ACTION BUDGET: \$19262 |
| Total Budget: | | | | \$19262 |

Priority 3: To improve math skills

1. 3rd Grade Benchmark: In 2010, our third grade students had a combined population of 12% scoring basic or below. Our economically disadvantaged subpopulation that continues to cause concern had 18% scoring basic and below. In 2009, our third grade students had a combined population of 17% that scored basic or below. 29% of our African American populations scored basic or below and 17% of our Hispanic population. 24% of our economically disadvantaged students scored basic or below and 33% of our LEP students, while 56% of our students with disabilities scored basic or below. In 2008, our third grade students had a combined population of 29% that scored basic or below in math. 40% of our African American population scored basic or below, and 25% of our LEP students scored basic or below. 26% of our economically disadvantaged population scored basic or below as well. The strands of geometry and measurement were our greatest concern for the majority of the subgroups.
2. Norm Referenced Test: The MAT 8 test taken by our kindergarten students in 2010 indicated that our combined population scored 38-4 in math. Our economically disadvantaged subpop scored only 32-4. Our first grade students took the SAT 10 test and scored 38-4 on the math section, but our economically disadvantaged students only scored 32-4. Second grade student scored a 44-5 on the math portion of the SAT 10 test, while the economically disadvantaged group only scored 41-5. The MAT 8 test was given to the kindergarten students in the Spring of 2009. The combined population score was 39-4. The African American students scored 30-4 while the Hispanic students scored 26-4 and the Caucasian students scored 49-5. Our economically disadvantaged students scored 35-4 while our students with disabilities scored 35-4 and our LEP students scored 28-4. The first grade students took the SAT 10 test. The combined population score was 33-4. The African American students scored 21-3 while the Hispanic students scored 26-4 and the Caucasian students scored 45-5. Our economically disadvantaged students scored 29-4 while our students with disabilities scored 22-3 and our LEP students scored 26.4 Second grade students also took the SAT 10. The combined population score was 51-5. African American students scored 37-4 while the Hispanic students scored 40-5 and the Caucasian scored 61-6. Our economically disadvantaged students scored 46-5 while the students with disabilities scored 24-4 and the LEP students scored 33-4. Third grade students also took the SAT 10 test. the combined population score in reading comprehension was 52. The African American students scored 39 while the Hispanic scored 66 and the Caucasian scored 66. The economically disadvantaged students scored a 45 while the students with disabilities scored 18 and the LEP scored 38. The SAT 10 test was given in the Spring of 2008. The first grade had a combined population of 63.1% that scored below the 50th percentile in Math Problem Solving. Africn American students had a population of 67.9%, Economically Disadvantaged students had a population of 68.6%, Limited English Porficient had a population of 81.8%, and Students with Disabilities had 100% of their population scoring below the 50th percentile. Second grade had a combined population of 53.3% scoring below the 50th percentile in math problem solving. African American students had a population of 68.9%, Economically Disadvanted students had 62.6%, Limited English Proficient had a population of 76.2%, and Students With Disabilities had 73.3% of their population scoring below the 50th percentile. Third grade students had a combined population of 44.7% scoring below the 50th percentile in math problem solving. African American students had a population of 63.6%, Economically Disadvantaged had 54.8%, Limited English Proficient had 66.7%, and Students with Disabilities had 73.3% of their population scoring below the 50th percentile.
3. Discipline and counseling referrals continue to increase at approximately 10% each year at the primary school. Character education and character development were determined to be an area of weakness. Our economically disadvantaged students have more referrals than our combined population.
4. Nashville Primary School will work diligently to continually improve our students' achievement in math, even though our current status is achieving with a combined score of 87. Our lowest subgroup is the students who are identified economically disadvantaged (86.5). Our lowest scores even though they do not make up a subgroup is our African American males (71). Data from summative and formative assessments will continually be tracked on each group and small group as well as individual interventions and remediation will be a continous strategy for improving our student achievement in both groups.

Supporting Data:

Goal

Nashville Primary students will score at or above the state average on the ITBS as well as the third grade benchmark exam.

Benchmark

To meet the AYP standard developed by the Arkansas Department of Education (85) or exceed our current score of 87%.

| Intervention: Math Curriculum Alignment | | | | |
|--|--------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: "Getting Results with Curriculum Mapping," Heidi Hayes Jacobs (2004) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Implement TIA document from the DeQueen Mena Educational Cooperative which is aligned with the Common Core State Standards and will be continually evaluated and updated to insure improvement in student instruction. | Math Committee | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants | ACTION BUDGET: \$ |

| | | | | |
|--|----------------------------|--|---|-------------------|
| Action Type: Alignment Action Type: Program Evaluation | | | • Teachers | |
| Teachers will hold weekly grade level meetings to share strategies and techniques. Action Type: Collaboration | Teachers | Start: 07/01/2011 End: 06/30/2012 | • Teachers | ACTION BUDGET: \$ |
| Several teachers will attend the math conferences/workshops each year to stay abreast of current math practices and programs. Action Type: Professional Development | Math Committee | Start: 07/01/2011 End: 06/30/2012 | • Outside Consultants | ACTION BUDGET: \$ |
| Implement Target Assessments to measure progress toward meeting proficiency goals in math. Action Type: AIP/IRI Action Type: Alignment | Teachers, DMEC Consultants | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Enrich students' math skills through the use of technology. | | | | |
|---|-------------------------------|--|--|-------------------|
| Scientific Based Research: "A New Golden Age in American Education: How the Internet, the Law, and Today's Students Are Revolutionizing Expectations" National Education Technology Plan (2004) "Using Assistive Technology to Support Writing" by the Center for Implementing Technology in Education (2006) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Implement new Orchard math software in the computer lab and Brain Pop web-based software in the classrooms. Action Type: Technology Inclusion | Technology Committee | Start: 07/01/2011 End: 06/30/2012 | • Computers • Teachers | ACTION BUDGET: \$ |
| Teachers will be offered six hours of technology training each year to improve technology instruction. Action Type: Technology Inclusion | Coop staff, Tech coordinators | Start: 07/01/2011 End: 06/30/2012 | • Computers • District Staff • Outside Consultants | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Summer School | | | | |
|---|----------------------|--|--------------------------------------|---|
| Scientific Based Research: "Out-of School Time Programs for At-Risk Students" by Kirsten Miller, David Snow, and Patricia Lauer (2004) "On Summer Loss" by John Hopkins University, Center for Summer Learning (2004) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Students will be identified for remediation of skills. Action Type: AIP/IRI Action Type: Equity | Teachers | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Teachers(3.5 FTE for math) will be hired to teach summer school for two weeks. Action Type: Equity Action Type: Title I Schoolwide | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff • Teachers | Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500 |
| Purchase supplies and materials to supply summer school classrooms and for intervention materials during the year. Action Type: AIP/IRI Action Type: Title I Schoolwide | Teachers | Start: 07/01/2011 End: 06/30/2012 | • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| The effectiveness of the summer school | Administrative | Start: | | |

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|--|--|--|---|---|
| program will be evaluated each year according to formative and summative assessment data. Action Type: Program Evaluation | Staff, Teachers, Counselors | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$9500 |
| Intervention: After-School Tutoring | | | | |
| Scientific Based Research: "Afterschool Achievement: Strengthening Literacy and Other Skills" by Geoffrey Alan (2006) "High-Performing Afterschool Programs Share Five Characteristics" by Southwest Educational Development Laboratory (2006) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Students will be identified for tutoring classes. Action Type: AIP/IRI Action Type: Equity | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Title I funds will be used to hire 4.0 FTE certified teachers to teach after-school tutoring in math with emphasis on improving math skills for two days a week. Action Type: Equity Action Type: Title I Schoolwide | Administrative Staff | Start: 07/01/2012 End: 06/30/2013 | <ul style="list-style-type: none"> Administrative Staff Teachers | Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500 |
| The after-school tutoring program will be re-evaluated each year according to student formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: Program Evaluation | Administrative Staff, Teachers, Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$9500 |
| Intervention: Professional Development | | | | |
| Scientific Based Research: Teacher Professional Development: It's Not an Event, It's a Process by Sandra Harwell (2003) Designing Professional Development for Teachers of Science and Math by Susan Loucks-Horsley (2003) An Enquiry Into Continuing Professional Development for Teachers by Dr. Sandra Leaton Gray (2005) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Provide professional development training that improves knowledge, skills and effective instructional practices of teachers and principals by attending workshops such as Common Core State Standards Training, Cognitively Guided Instruction, etc. Action Type: Professional Development Action Type: Title I Schoolwide | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers | Title I - Purchased \$18000.00 Services: ACTION BUDGET: \$18000 |
| Hire substitutes to replace teachers during professional development training. Action Type: Professional Development | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Outside Consultants | ACTION BUDGET: \$ |
| Utilize educational cooperative math specialist to model math lessons in classrooms. Action Type: Professional Development | Math Committee | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Outside Consultants | ACTION BUDGET: \$ |
| Conduct ITBS and third grade benchmark information workshops with teachers and parents. Parents will sign-off on AIP's from third grade benchmark exam and IRI's from the ITBS exam. Action Type: Professional Development | Administrative Staff | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> District Staff Outside Consultants | ACTION BUDGET: \$ |
| Reassessment of professional development | Administrative | Start: | <ul style="list-style-type: none"> Administrative | |

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|---|-------|----------------------------------|---------------------------|-------------------|
| plan each year by teachers and administrators to insure quality professional development that meets the needs of our students. Action Type: Professional Development | Staff | 07/01/2011 End: 06/30/2012 | Staff • District Staff | ACTION BUDGET: \$ |
|---|-------|----------------------------------|---------------------------|-------------------|

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| Total Budget: | \$18000 |
|---------------|---------|

Intervention: Character Education

Scientific Based Research: "Character Education: A New Emphasis on an Old Idea"/NAESP/Spring, 2004.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|----------------------------------|--|--------------------------------------|---|
| Continue implementation of character education program to insure positive, safe, and drug-free school environment. Action Type: Collaboration | Teachers, Counselors | Start: 07/01/2011 End: 06/30/2012 | • District Staff • Teachers | Title VI State - Materials \$2000.00 & Supplies: ACTION BUDGET: \$2000 |
| Evaluate and examine discipline and counseling referrals, APSCN discipline data, school report cards, etc. to determine effectiveness of character education program each year. Action Type: Program Evaluation | Administrative Staff, Counselors | Start: 07/01/2011 End: 06/30/2012 | • District Staff • Teachers | ACTION BUDGET: \$ |
| Nashville Primary will employ .5 FTE guidance counselors to continue character education instruction and individual counseling and instruction. Action Type: Collaboration | Administration | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff | NSLA (State-281) - \$6615.00 Employee Benefits: NSLA (State-281) - \$27675.00 Employee Salaries: ACTION BUDGET: \$34290 |
| Provide academic awards for students making the honor roll. Action Type: Parental Engagement | Guidance Counselors | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff • Teachers | Title VI State - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000 |
| Total Budget: | | | | \$37290 |

Intervention: Establish an Alternative Learning Environment for second and third grade students.

Scientific Based Research: An Alternative Learning Program: Effects on Student Motivation and Self-Esteem by Joe Nichols and William Utesch (2003) "Alternative Learning Environment Report" by the Bureau of Legislative Research (2006) Teaching Children With Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices (2006) U.S. Dept. of Education

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|---------------------------|--|------------------------|---|
| Employ 1.0 FTE teacher to teach ALE classroom. Action Type: AIP/IRI | Shirley Wright, Principal | Start: 07/01/2011 End: 06/30/2012 | • Administrative Staff | ALE (State-275) - \$11617.00 Employee Benefits: ALE |

| | | | | |
|--|----------------|--------------------------------------|---|--|
| | | | | (State-275) - \$45900.00 Employee Salaries: ACTION BUDGET: \$57517 |
| Utilize para-professional from Vista Health to work in ALE classroom. Action Type: Collaboration | Vista Health | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Outside Consultants • Teachers | ACTION BUDGET: \$ |
| Teachers recommend students for ALE classroom who have at-risk behaviors. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity | Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| Evaluate ALE program each year by utilizing formative and summative assessments. Action Type: Program Evaluation | Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$57517 |

Priority 4: Improving Wellness.

Supporting Data:

1. According to the 2010-2011 Nashville Primary School BMI, 13.8% of all the children measured were in the overweight category, approximately 18.9% of all children measured were identified as obese.
2. According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>) The statewide results for BMI indicated that 20.6% of all students were overweight and 17.2% of all students in the state were at risk for being overweight.

Goal Nashville Primary students will exhibit healthier BMI results.

Benchmark Healthier BMI results will be evident by June 30, 2012. There will be a decrease in the percentage of students who are overweight or at-risk of being overweight.

| Intervention: Nashville Primary School will encourage strategies and activities that encourage a non-sedentary lifestyle. | | | | |
|--|--------------------------------|--------------------------------------|--|-------------------|
| Scientific Based Research: "Let's Get Physical--Promotion and Education Strategies" by Dr. Hal Wechsler (http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Encourage participation in extracurricular program that supports physical activity, i.e. soccer, softball, baseball, football, basketball, 4H, dance classes, and gymnastics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness | Teachers, Counselors, Nurse | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Community Leaders • Teachers | ACTION BUDGET: \$ |
| Nashville Primary School will offer 150 minutes of physical activity per week and 60 minutes of physical education per week. Action Type: Collaboration Action Type: Wellness | Administrative Staff, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Wellness | Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Teachers | ACTION BUDGET: \$ |
| Counselors will promote healthy eating and wellness through their food unit, healthy body unit, Kids For Health unit, and body walk in cooperation with the Howard County Extension Service. Action Type: Wellness | Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Principals will encourage participation in physical activity programs and nutritional eating habits by | Principals | Start: 07/01/2011 | <ul style="list-style-type: none"> • Community | ACTION \$ |

| | | | | |
|---|--|--|---|-------------------|
| putting nutrition tips and exercise tips on the monthly principals' newsletter. Action Type: Wellness | | End: 06/30/2012 | Leaders ● Teachers | BUDGET: |
| Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Program Evaluation Action Type: Wellness | Shirley Wright | Start: 08/26/2011 End: 05/29/2012 | ● Computers ● District Staff ● Teachers | ACTION BUDGET: \$ |
| Teachers will be role models for healthy eating by enrolling in Biggest Losers Program to promote weight loss and healthy eating habits. Teachers also participate in physical activity classes such as Zumba. Action Type: Wellness | Joyce Johnson, Nurse | Start: 07/01/2011 End: 06/30/2012 | | ACTION BUDGET: \$ |
| Students will participate in a track and field day each year as well as charitable activities such as Jump Rope For Hearts to promote physical activity and fitness. Action Type: Wellness | Amy Chambers, Physical Education Teacher, Teachers | Start: 07/01/2011 End: 06/30/2012 | ● Administrative Staff ● Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 5: Improve leadership skills

Supporting Data:

1. 3rd Grade Benchmark Exam: 2010 Benchmark scores indicated that 22% of our combined population scored basic or below. Our only subpopulation that continues to be a concern is our economically disadvantaged population with 27% scoring basic or below. Our 2009 Benchmark scores showed that 29% of our combined populations scored basic or below. Our Caucasian population had only 17% scoring basic and below, our Hispanic population had only 35% scoring basic or below, but our African American population had 47% scoring basic or below (an area of concern). Our economically disadvantaged population had 37% scoring basic or below (another area of concern) and our LEP students had 50% scoring basic or below while our students with disabilities had 69 % scoring basic or below. In the Spring of 2008, 29% of our combined populations scored basic or below in literacy, however 47% of our African American students scored basic or below. Thirty-seven percent of our economically disadvantaged students scored basic or below as well as 47% of our students with disabilities. Forty-three percent of our Hispanic students scored basic or below and 66% of our LEP students.
2. 3rd Grade Benchmark: In 2010, our third grade students had a combined population of 12% scoring basic or below. Our economically disadvantaged subpopulation that continues to cause concern had 18% scoring basic and below. In 2009, our third grade students had a combined population of 17% that scored basic or below. 29% of our African American populations scored basic or below and 17% of our Hispanic population. 24% of our economically disadvantaged students scored basic or below and 33% of our LEP students, while 56% of our students with disabilities scored basic or below. In 2008, our third grade students had a combined population of 29% that scored basic or below in math. 40% of our African American population scored basic or below, and 25% of our LEP students scored basic or below. 26% of our economically disadvantaged population scored basic or below as well. The strands of geometry and measurement were our greatest concern for the majority of the subgroups.
3. Discipline referral and attendance records support the need for intervention with the subpopulations, especially our economically disadvantaged group.
4. Nashville Primary School will work diligently to continually improve our students' achievement in literacy and math, even though our current status is achieving. Our lowest subgroup is the students who are identified economically disadvantaged. Our lowest scores even though they do not make up a subgroup is our African American males. Data will continually be tracked on each group and intervention and remediation will be a continuous strategy for improving our student achievement in both groups.

Goal Improve leadership skills at the building level therefore enabling Nashville Primary students to score at or above the state average on the literacy and math sections of the third grade benchmark exam as well as the ITBS exams.

Benchmark To meet AYP in literacy (85.6) and math (85) and exceed our current scores of literacy and in math due to improvements in leadership and guidance of faculty and staff.

| | | | | |
|--|--------------------|----------|-----------|-----------------|
| Intervention: Principals will attend professional development to enhance their leadership training. | | | | |
| Scientific Based Research: "Learning By Doing: A Handbook for Professional Learning Communities At Work." Richard and Rebecca Dufour, Robert Eaker, and Thomas Many 2006 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Principals will attend the DMEC Administrators' | District | Start: | | |

| | | | | |
|---|-------------------------------|--------------------------------------|---|-------------------|
| Retreat in June each year to enhance technology training, parental involvement training, fiscal management training, as well as data disaggregation inservice. Action Type: Collaboration Action Type: Professional Development | Administration, DMEC | 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |
| Principals will attend annual Arkansas Educational Administrator's Associational meetings to review best practices, legal updates, and effective strategies for improving student performance. Action Type: Professional Development | District Administration, | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants | ACTION BUDGET: \$ |
| Principals will attend Leadership Team meetings at the DMEC and Professional Learning Community inservices to enhance leadership skills. Action Type: Professional Development | District Administration, DMEC | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Central Office Outside Consultants | ACTION BUDGET: \$ |
| Principals will attend Common Core Institute in Chicago to identify most effective means of implementing Common Core. Action Type: Professional Development | Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Principals will work closely with faculty and staff to monitor data and student performance and lead the implementation of Common Core State Standards. | | | | |
|---|--------------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: "District Leadership That Works," Robert J. Marzano and Timothy Waters "The Literacy Principal: Leading, Supporting, and Assessing Reading and Writing Initiatives. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Principals and teachers will meet at the beginning of each year to disaggregate data from the previous year's summative assessments to plan interventions and remediation for the upcoming year. Action Type: AIP/IRI Action Type: Title I Schoolwide | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Principals will hold monthly faculty meetings to provide needed inservice and do strategic planning for interventions. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Under the supervision of the principals, teachers will hold weekly grade level planning meetings to plan instruction and strategies to meet the needs of their students. Action Type: Alignment Action Type: Collaboration | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Third grade teachers will meet with principals after each formative assessment to analyze data and plan for instruction and remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| Teachers, principals, and the literacy coach track student progress through an assessment wall. The wall is updated monthly and used to determine interventions and remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Principals will structure programs and provide professional development designed to foster student achievement. | Administration | Start: 07/01/2011 End: | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |

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|--|--------------------------|--------------------------------------|--|-------------------|
| Action Type: Professional Development | | 06/30/2012 | <ul style="list-style-type: none"> • Outside Consultants | |
| NPS administrators and teachers will use data from criterion referenced and norm referenced tests to evaluate the effectiveness of different programs and the best use of funding for those programs. Action Type: Collaboration Action Type: Program Evaluation | Administration, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Principals and staff will encourage student achievement through student awards and incentives for superior student performance. Action Type: Collaboration | Administrators, Teachers | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 6: Increase ELL students' achievement.

Supporting Data: 1. Nashville Primary School will work diligently to continually improve our students' achievement in literacy, even though our current status is achieving with a combined score of 80.9. Our ELL students actually scored higher than our combined population with a 81.3 in literacy and a 87.5 in math. Data from summative and formative assessments will be continually tracked on each group and small group as well as individual interventions and remediation will be a continous strategy for improving our student achievement with our ELL students in literacy and math.

Goal Nashville Primary ELL students will improve their reading and math scores on the ITBS and will score at or above the state average on the literacy and math sectiions of the benchmark exam.

Benchmark To meet AYP in literacy and math with our ELL students.

| Intervention: Employ ELL aides to assist teachers with our ELL students in literacy acquisition. | | | | |
|--|---|--------------------------------------|--|---|
| Scientific Based Research: "Meeting the Needs of Students with Limited English Proficiency," U.S. General Accounting Office, February , 2001. "Classroom Instruction That Works with English Language Learners," Hill and Flynn, 2001. "Why Some Latino Children Beat the Odds" by the Morrison Institute for Public Schools (2006) "Focusing on Effectiveness: English Language Learners" 2005 Northwest Regional Ed. Laboratory. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Employ 2.0 FTE ELL aides to tutor ELL students in grades K-3. Action Type: Equity | Administration | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | ELL (State-276) - \$6758.00 Employee Benefits: ELL (State-276) - \$32216.00 Employee Salaries: ACTION BUDGET: \$38974 |
| Purchase testing and other supplies to identify qualified students for ELL program to tutor those students. Action Type: Equity | Administration, Counselors | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff | ACTION BUDGET: \$ |
| Literacy coach and ELL coordinator will work with classroom teachers to plan interventions and modifications for classrooms to assist in English acquisition. Action Type: Equity | Administration, Literacy Coach, ELL Coordinator | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Evaluate the effectiveness of the ELL program each year according to data from formative and summative assessments. Action Type: Program Evaluation | Administration, ELL Coordinator | Start: 07/01/2011 End: 06/30/2012 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$38974 |

● Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|-----------------------|------------------------------|-------------------|
| Classroom Teacher | Amy Chambers | Physical Education Teacher | Wellness |
| Classroom Teacher | Angela Dodd | Kindergarten Teacher | Wellness |
| Classroom Teacher | Ashley Sweeden | Kindergarten Teacher | Wellness |
| Classroom Teacher | Candy Hood | Second Grade Teacher | Math |
| Classroom Teacher | Casey Goodwin | Kindergarten Teacher | Math |
| Classroom Teacher | Christy Young | Third Grade Teacher | Literacy |
| Classroom Teacher | Dena Pinkerton | First Grade Teacher | Literacy |
| Classroom Teacher | Fayrene Elrod | Third Grade Teacher | Math |
| Classroom Teacher | Ginger Blue | Kindergarten Teacher | Wellness |
| Classroom Teacher | Heather Harmon | Second Grade Teacher | Literacy |
| Classroom Teacher | Jason Newton | Third Grade Teacher | Wellness |
| Classroom Teacher | Jennifer Hill | First Grade Teacher | Wellness |
| Classroom Teacher | Jennifer Pinkerton | Kindergarten Teacher | Wellness |
| Classroom Teacher | Jodi Daniell | Third Grade Teacher | Math |
| Classroom Teacher | Julie Backus | 1st Grade Teacher | Literacy |
| Classroom Teacher | Julie Rather | Second Grade Teacher | Wellness |
| Classroom Teacher | Karen Allen | First Grade Teacher | Literacy |
| Classroom Teacher | Karen McKinnon Teeter | First Grade Teacher | Literacy |
| Classroom Teacher | Karlie Worley | First Grade Teacher | Literacy |
| Classroom Teacher | Kayla Coulter | Resource Teacher | Special Education |
| Classroom Teacher | Krissie Talley | First Grade Teacher | Wellness |
| Classroom Teacher | Krista Williams | Third Grade Teacher | Literacy |
| Classroom Teacher | Lakan Stanley | 2nd Grade Teacher | Literacy |
| Classroom Teacher | Len Fletcher | Resource Teacher | Special Education |
| Classroom Teacher | Linda Plant | Third Grade Teacher | Wellness |
| Classroom Teacher | Megan Worthen | Resource Teacher | Special Education |
| Classroom Teacher | Pam Wynn | Kindergarten Teacher | Math |
| Classroom Teacher | Sarah Horn | First Grade Teacher | Literacy |
| Classroom Teacher | Sarah Rachel | Kindergarten Teacher | Math |
| Classroom Teacher | Shannon White | Kindergarten Teacher | Math |
| Classroom Teacher | Sharyn Young | Speech Teacher | Special Education |
| Classroom Teacher | Shelley McKinnon | Third Grade Teacher/Co Chair | Literacy |
| Classroom Teacher | Stacia Petty | Music Teacher | Wellness |
| Classroom Teacher | Tami Westfall | Kindergarten Teacher | Wellness |
| Classroom Teacher | Tasha Fant | Second Grade Teacher | Literacy |
| Classroom Teacher | Tina Campbell | Second Grade Teacher | Wellness |
| Classroom Teacher | Tricia Elliott | Art Teacher | Wellness |
| Classroom Teacher | Veronica Moore | Second Grade Teacher | Special Education |
| Classroom Teacher | Vicki Cook | Second GradeTeacher | Math |
| Classroom Teacher | Winona White | Third Grade Teacher | Math |
| Non-Classroom Professional Staff | Becky Stanley | Third Grade Teacher | Literacy |
| Non-Classroom Professional Staff | Carol Ackley | Classroom Aide | Wellness |
| Non-Classroom Professional Staff | Doris Stewart | Special Education Aide | Special Education |
| Non-Classroom Professional Staff | Joyce Johnson | School Nurse | Wellness |
| Non-Classroom Professional Staff | Kim Conatser | Librarian | Math |
| Non-Classroom Professional Staff | Layla Hartness | Classroom Aide | Wellness |
| Non-Classroom Professional Staff | Linda Hallmark | Migrant Aide | ELL |
| Non-Classroom Professional Staff | Lucia Hernandez | Para-professional | ELL |
| Non-Classroom Professional Staff | Marguerite Robinson | Classroom Aide | Literacy |
| Non-Classroom Professional Staff | Marilyn Porterfield | Computer Aide | Math |
| Non-Classroom Professional Staff | Pilar Nunley | ELL Aide | ELL |

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| Non-Classroom Professional Staff | Sarah Turner | Counselor | ELL |
| Non-Classroom Professional Staff | Tyra Hughes | Counselor | ELL |
| Parent | Dale Patrick | | Special Education |
| Parent | Eley Talley | Parent | Literacy |
| Parent | Jodi King | Parent | Math |
| Parent | Kim Dunham | | Literacy |
| Parent | Matt Smith | | Wellness |
| Principal | Shirley Wright | Principal | Literacy |
| Principal | Terry Young | Assistant Principal | Math |