

2012-2013 ARCHIVE

School Plan

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NASHVILLE SCHOOL DISTRICT
600 N 4th St.

Arkansas Comprehensive School Improvement Plan

2012-2013

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

Total number of schools in district: 4

Number of schools in Targeted Improvement (TI) and/or Whole School Improvement (WSI) status: 1

Number of schools in Targeted Intensive (TII) and/or Whole School Intensive (WSII) status: 0

Number of schools in State Directed or beyond (designate TII and/or WSII status): 0

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Special Education

Goal: Reduce % of black students in special education.

Priority 2: Administrative Support

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

Priority 4: School Improvement Support

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

Priority 5: Title III / ELL

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

Priority 1: Special Education

Supporting Data:

- In the 2011-12 school year, 26.38% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 15.08% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.43%. 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 2012-13 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.

Person

Source of

Actions	Responsible	Timeline	Resources	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids 	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments ● Teachers 	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Utilize the Orchard Software to supplement instructional	Daryl	Start:		ACTION BUDGET: \$

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: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	McJunkins	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
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. 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	Daryl McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
"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. Action Type: Alignment Action Type: Equity Action Type: Special Education	Daryl McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
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. We formed ACSIP Leadership Teams and analyzed the test scores from the 2009,2010, &2011 administration of the 7-8 Augmented Benchmark exam, EOC exams, and 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 buildings. In addition, we studied the three most recent years of Attendance, Discipline, Formative and Summative Achievement Data across grade levels within our buildings. 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. 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 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 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
<p>Title I funds will be used to hire one part time (.20 FTE) 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</p>	Doug Graham	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$2000.00 Title I - Employee Salaries: \$18026.00 Title I - Employee Benefits: \$4240.00 <hr/> ACTION BUDGET: \$24266</p>
<p>Title I funds will be used to provide staff development and services 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 staff development training. These supplies may include file folders, manipulatives, highlighters, print materials... Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	Joe Kell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$34013.87 <hr/> ACTION BUDGET: \$34013.87</p>
<p>Title I funds will be used to service identified Homeless students in the Nashville School District. The homeless liaison, Joe Kell, will work with building administration and counselors to address these needs. Action Type: Equity</p>	Joe Kell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$1000.00 <hr/> 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>	Joe Kell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<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>	Joe Kell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<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.</p>	Joe Kell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Purchased \$78000.00</p>

<p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>			<ul style="list-style-type: none"> • Teaching Aids 	<p>Services:</p> <hr/> <p>ACTION BUDGET: \$78000</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. The students go through a complete application process that includes a placement committee made up of parents, student, building administrator, and ALE teacher (the building level administrator does not make the assignment). After the screening process, a decision will be made by the placement committee in regards to this being the best educational setting for the student. After the parents and student agree to the terms of the placement, placement is made. There is a exit plan for each student after a set number of days assigned to the ALE. Exit criteria are established during the placement committee meeting and are a part of the placement agreement document. Exit from the ALE is reviewed by the placement committee on the date specified during placement. Action Type: AIP/IRI Action Type: Equity</p>	<p>Doug Graham</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<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: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<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 student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Joe Kell</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title VI State - Purchased Services: \$10000.62</p> <hr/> <p>ACTION BUDGET: \$10000.62</p>
<p>Title VI funds will be used to contract with DeQueen Mena Coop 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Joe Kell</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>Title VI State - Purchased Services: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$10000</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. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Title I funds will be used to increase parent involvement. These funds will be spent at the school level. 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. Action Type: Equity Action Type: Parental Engagement	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Title Teachers 	Title I - Materials & \$5500.00 Supplies: ACTION BUDGET: \$5500
Title VI 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. Items purchased may include; 1 interactive whiteboard @ \$3,000, 2 laptop computers @ \$672, 2 desktop computers and monitors @ \$800, and 8 whiteboard speaker sets @ \$150. These objects will be used to integrate technology into the classroom and help students incorporate project based learning presentations. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Teachers 	Title VI State - \$7144.00 Materials & Supplies: ACTION BUDGET: \$7144
Funds will be used to provide, at the building level, a K-12 Drug Awareness and Character Education to students each year. This will address making positive personal decisions related to drug prevention and good character. The guidance office, at each building, will distribute materials to students and parents address drug awareness and good character. Action Type: Parental Engagement Action Type: Wellness	Vanessa Keaster	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
NSLA funds will be used to contract with DeQueen Mena Coop for the services of a Science Coordinator. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Douglas Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	NSLA (State-281) - \$2000.00 Purchased Services: ACTION BUDGET: \$2000
Total Budget:				\$171924.49

Intervention: Leadership: Administrators will attend professional development that will improve their leadership skills.

Scientific Based Research: "The Art of School Leadership", 2005, Author: Hoerr, Thomas R.; "Learning By Doing: A Handbook for Professional Learning Communities At Work." Richard and Rebecca Dufour, Robert Eaker, and Thomas Many 2006; "School Leadership that Works", 2005, Authors: Marzano, Robert J., Waters, Timothy, McNulty, Brian A.

Actions	Person Responsible	Timeline	Resources	Source of Funds

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	Doug Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$
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: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness	Doug Graham	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
District Administrators will act as a resource for building level administrators, academic facilitators, and teachers to help meet the needs of all students in our district. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness	Doug Graham	Start: 07/01/2012 End: 06/30/2013	<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

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:

1. 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 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. 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 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 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 its schools in the actions that are being implemented to help their students close the achievement gap. 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Nashville School District will support its schools 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: 07/01/2012 End: 06/30/2013	<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 ACTAAP Exams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Douglas Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments Teachers 	ACTION BUDGET: \$
A Peer-Review has been conducted and the building has approved all building ACSIP plans. a. District Peer-Review: The ACSIP District and Building Leadership teams (for all buildings) have met concerning the goals and objectives for the 2012-13 school year. The District will monitor implementation and interact with building teams on a regular basis to provide guidance and assessment results. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

The District will insure that the building notifies parents of the Choice/transportation option per NCLB requirements. Because there are no schools of similar grade configuration, choice/transportation is not required. However, the District will insure necessary intervention activities will be in place to address the school improvement needs for the 2012-13 school year. Action Type: Collaboration Action Type: Equity	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
School Improvement District Support in Professional Development, Leadership Teams, and Data Disaggregation: The district is providing funding and programs for the direct interventions for the identified sub-populations and weaknesses in Literacy and Math curriculum. In addition, the District is supporting the work of Leadership Teams within the building, providing directed Professional Development in the area of data disaggregation and best practices to guide intervention for improvement activities Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development	Douglas Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers District Staff Teachers 	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: 1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2009, 2010, and 2011 administration of the ELDA exam, 7-8 Augmented Benchmark exam, and 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 buildings. 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 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 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
Funds will be used 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: 07/01/2012 End: 06/30/2013	<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	Joe Kell	Start:		

<p>efforts to improve the language acquisition skills by training teachers in research based techniques that will address the needs of our ELL students.</p> <p>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>		07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>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, and the ACTAAP.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Douglas Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● 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

2012-2013 ARCHIVE

School Plan

[Print Version](#)

NASHVILLE PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

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 meet their annual measurable objectives and score above the 50th percentile on the ITBS.

Priority 2: Special Education

Goal: Reduce % of black students in special education.

Priority 3: Mathematics

Goal: Nashville Primary students will meet their annual measurable objectives and improve their math scores on the ITBS.

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 meet their AMO's in literacy and math and score above the 50th percentile on the ITBS exam.

Priority 6: ELL

Goal: Nashville Primary ELL students will meet their AMO's in reading and math as well as score above the 50th percentile on the ITBS exam.

Priority 1: Improving Literacy

Supporting Data: 1. The Nashville Primary ESEA Accountability Report indicated that Nashville Primary School was a "Needs Improvement" school. We met our 2012 AMO in literacy with 87.92 percent proficient and advanced. The TAGG group scored 83.78. The 3 year literacy average of all students (83.29) met the 2012 AMO, but the TAGG group fell short by less than a percentage point, with 79.12 percent proficient and advanced.

Goal Nashville Primary students will meet their annual measurable objectives and score above the 50th percentile on the ITBS.

Benchmark To meet the 2013 AMO (84.10 for all students and 81.67 for TAGG students) developed by the Arkansas Department of Education and score above the 50th percentile on ITBS.

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 money will be used to hire 3.0 FTE highly-qualified teachers to improve the quality of instruction in Literacy. Each year effectiveness will be evaluated using formative and summative assessments. Action Type: Equity Action Type: Title I Schoolwide	Interview Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee \$155400.00 Salaries: Title I - Employee \$35324.00 Benefits: <hr/> ACTION BUDGET: \$190724
Title I money will be used to employ 4.0 paraprofessionals to aide in the implementation of student interventions. Action Type: Equity Action Type: Title I Schoolwide	Administration, Interview Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee \$63676.00 Salaries: Title I - Employee \$15466.00 Benefits: <hr/> ACTION BUDGET: \$79142
Title IIA monies will be used to hire 1.5 FTE teachers to improve the quality of instruction in literacy. Action Type: Equity	Administration, Interview Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title II-A - Employee \$80100.00 Salaries: Title II-A - Employee \$21073.27 Benefits: <hr/> ACTION BUDGET: \$101173.27
NSLA monies will be utilized to hire 1.0 FTE teachers to reduce class size and improve the quality of instruction in literacy. Action Type: Equity	Administration, Interview Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	NSLA (State-281) - Employee \$43679.00 Salaries: NSLA (State-281) - Employee \$10870.00 Benefits: <hr/> ACTION BUDGET: \$54549
Total Budget:				\$425588.27

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee \$5000.00 Salaries: Title I - Employee \$1500.00 Benefits: <hr/> ACTION BUDGET: \$6500

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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	Title I - Materials & Supplies: \$3500.00 ACTION BUDGET: \$3500
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$10000

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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		Title I - Employee Salaries: \$5000.00 Title I - Employee Benefits: \$1250.00 ACTION BUDGET: \$6250
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$6250

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 Orchard computer software in computer lab, StarFall and BrainPop web-based programs in all classrooms. Action Type: Technology Inclusion	Technology Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Teachers will be offered six hours of	Technology	Start:		

technology training each year to improve technology instruction. Action Type: Technology Inclusion	Coordinators, Area Coop	07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Title I 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. Equipment that will be purchased may include computers or Ipads for teachers, presentation hardware and software, digital cameras, digital video cameras... Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shirley Wright	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	Title I - Materials & Supplies: \$7501.74 ACTION BUDGET: \$7501.74
Total Budget:				\$7501.74

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Establish Parent Information Center. Action Type: Parental Engagement	Parent Coordinators	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Send out paper copies of monthly principals' newsletter with current events and parenting information. Action Type: Parental Engagement	Principals	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Send home nine weeks grade level syllabus and weekly grade level plans. Action Type: Parental Engagement	Teachers	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$

All parents will be invited to an Open House/Registration to welcome parents and students to our school and to share expectations for the school year. Action Type: Parental Engagement	Teachers	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Utilize Home Access Center 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	Title I - Employee \$53947.00 Salaries: Title I - Employee \$13360.00 Benefits: ACTION BUDGET: \$67307
Provide literacy coach with materials and supplies. Action Type: Equity	Administrative Staff	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide continuous staff development for primary school staff in comprehensive literacy. Action Type: Professional Development	Administrators, Literacy Coach, ADE Specialists	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	Title I - Purchased \$5000.00 Services: ACTION BUDGET: \$5000
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$72307

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: 07/01/2012 End: 06/30/2013	<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, Common Core Look Fors, 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will participate in continous comprehensive literacy training and other research based professional development such as Common Core State Standards training, ELLA II, Talents Unlimited, Step Up to Writing, etc. Action Type: Professional Development Action Type: Title I Schoolwide	Literacy Coach, ADE Specialists	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Parents will be informed of student progress in the literacy program through reports, conferences, Home Access Center, parent nights, etc. Action Type: Parental Engagement	Classroom Teachers, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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 Common Core State Standards and continually evaluate and update syllabuses and alignment to insure improvement in student instruction. Action Type: Alignment	Teachers, Outside Consultants	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2:

Supporting Data: 1. In the 2011-12 school year, 26.38% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 15.08% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.43%. 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 2012-13 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 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	Len Fletcher, Kayla Coulter	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$

<p>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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</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.. 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: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>_____</p> <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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	<p>Shirley Wright</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>"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</p>	<p>Daryl McJunckins</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>_____</p> <p>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 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$2495.00 Employee Benefits: NSLA (State-281) - \$16145.00 Employee Salaries: <hr/> ACTION BUDGET: \$18640
Total Budget:				\$18640

Priority 3: To improve math skills

Supporting Data:

Goal Nashville Primary students will meet their annual measurable objectives and improve their math scores on the ITBS.

Benchmark To meet the 2013 AMO (89.18 for all students and 88.33 for our TAGG students) and score above the 50th percentile on ITBS.

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 Common Core State Standards and continually evaluate and update class syllabuses and alignment to insure improvement in student instruction. Action Type: Alignment Action Type: Program Evaluation	Math Committee	Start: 07/01/2012 End: 06/30/2013	<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: Collaboration	Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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
Utilize Orchard math software in the computer lab and Brain Pop and Starfall web-based software in the classrooms. Action Type: Technology Inclusion	Technology Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$5000.00 Salaries: Title I - Employee \$1500.00 Benefits: ACTION BUDGET: \$6500
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$3500.00 ACTION BUDGET: \$3500
The effectiveness of the summer school program will be evaluated each year according to formative and summative assessment data. Action Type: Program Evaluation	Administrative Staff, Teachers, Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$10000

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.	Teachers	Start: 07/01/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Equity		End: 06/30/2013		
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 \$5000.00 Salaries: Title I - Employee \$1250.00 Benefits: <hr/> ACTION BUDGET: \$6250
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$6250

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	Title I - Purchased \$5000.00 Services: <hr/> ACTION BUDGET: \$5000
Hire substitutes to replace teachers during professional development training. Action Type: Professional Development	Administrative Staff	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Reassessment of professional development plan each year by teachers and administrators to insure quality professional development that meets the needs of our students. Action Type: Professional Development	Administrative Staff	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$5000

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,	Teachers, Counselors	Start: 07/01/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

and drug-free school environment. Action Type: Collaboration		End: 06/30/2013		
Evaluate and examine discipline and counseling referrals, E School discipline data, school report cards, etc. to determine effectiveness of character education program each year. Action Type: Program Evaluation	Administrative Staff, Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$27945.00 Employee Salaries: NSLA (State-281) - \$6059.00 Employee Benefits: ACTION BUDGET: \$34004
Provide academic awards for students making the honor roll. Action Type: Parental Engagement	Guidance Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$34004

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ALE (State-275) - \$48367.00 Employee Salaries: ALE (State-275) - \$11748.00 Employee Benefits: ACTION BUDGET: \$60115
Utilize para-professional from Vista Health to work in ALE classroom. Action Type: Collaboration	Vista Health	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$60115

Priority 4: Improving Wellness.

- Supporting Data:
1. According to the 2011-2012 Nashville Primary School BMI, 23.8% of Kindergarten females were overweight or obese and 31.7% of males/ In second grade 37.3% of females were overweight or obese and 44.2% of males.
 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>)

Goal Nashville Primary students will exhibit healthier BMI results.

Benchmark Healthier BMI results will be evident by June 30, 2013. 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Principals will encourage participation in physical activity programs and nutritional eating habits by putting nutrition tips and exercise tips on the monthly principals' newsletter. Action Type: Wellness	Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • 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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Improve leadership skills

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.

Supporting Data:

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 meet their AMO's in literacy and math and score above the 50th percentile on the ITBS exam.

Benchmark To meet our AMO's in literacy and 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' 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	District Administration, DMEC	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Principals will structure programs and provide professional development designed to foster student achievement. Action Type: Professional Development	Administration	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Principals and faculty will form an energy committee to address concerns ranging from curriculum to discipline, etc. Action Type: Collaboration	Administration, Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Increase ELL students' achievement.

- Supporting Data:
- 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 continuous strategy for improving our student achievement with our ELL students in literacy and math.

Goal Nashville Primary ELL students will meet their AMO's in reading and math as well as score above the 50th percentile on the ITBS 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) - \$6893.00 Employee Benefits: ELL (State-276) - \$31838.00 Employee Salaries: <hr/> ACTION BUDGET: \$38731
Purchase testing and other supplies to identify qualified students for ELL program to tutor those students. Action Type: Equity	Administration, Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$38731

● 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	Erin Bell	Resource Teacher	Special Education
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	Julie Backus	3rd 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	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	Stacy Bright	First Grade Teacher	Literacy
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	Araceli Hernandez	ELL Aide	ELL
Non-Classroom Professional Staff	Becky Stanley	Third Grade Teacher	Literacy
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	Marguerite Robinson	Classroom Aide	Literacy
Non-Classroom Professional Staff	Marilyn Porterfield	Computer Aide	Math
Non-Classroom Professional Staff	Paula Alavarez	Classroom Aide	Wellness
Non-Classroom Professional Staff	Pilar Nunley	ELL Aide	ELL
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

2012-2013 ARCHIVE

School Plan

[Print Version](#)

NASHVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

Nashville Elementary School will provide the opportunity for all students to meet AMO goals 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. Grade Level meeting was implemented at Nashville Elementary School to address Common Core 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. Grade Level meetings was implemented to address AMO. 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 6: Title III / ELL

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

Priority 7: Leadership

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

Priority 1: Students will continue to improve in Literacy.

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

Supporting
Data:

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.

2. In the 2010-2011 school year, Nashville Elementary met standards on the ACTAAP in all sub-groups. Now classified as an "achieving" school.
3. In the 2012 school year, new Common Core AMO Standards were adopted by the Arkansas State Education Department. Nashville Elementary is now classified as a N.I school.

Goal Students will improve in literacy. Grade Level meeting was implemented at Nashville Elementary School to address Common Core test scores. The team will discuss and implement strategies to improve test scores and student achievement.

Benchmark To meet or exceed Common Core 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 the AMO 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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</p>	Keaster	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Two parent/teacher conference nights will be included in the district calendar for the 2012-2013 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	Charlotte Hill	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Title I funds will be used by Teachers and administrators to attend training (in and out of state) through AAEA, DMEC, and other professional development to address strategies for student achievement. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Paul Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	Title I - Purchased \$9000.00 Services: ACTION BUDGET: \$9000
Teaching supplies will be given to the teachers to create a learning environment that is conducive to the learning achievement.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		Title I - Materials \$5000.00 & Supplies: 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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$14000

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	Gail Milum	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside 	ACTION BUDGET: \$

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 Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Consultants School Library Teachers Teaching Aids 	
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) - \$5126.00 Employee Benefits: ELL (State-276) - \$15919.00 Employee Salaries: <hr/> ACTION BUDGET: \$21045
A English language Acquisition/ESL Teacher will maintain a 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	Title III - Employee \$19697.35 Salaries: Title III - Employee \$4062.00 Benefits: <hr/> ACTION BUDGET: \$23759.35
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: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$44804.35

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: 07/01/2012 End: 06/30/2013	<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	Doug Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	NSLA (State-281) - \$11834.00 Employee Benefits: NSLA (State-

Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				281) - \$46900.00 Employee Salaries: ACTION BUDGET: \$58734
In evaluating Students that attend our after-school tutoring program show significant increases in test scores. In our remediation classes, highly qualified teachers utilize technology as well as data. Test scores of participating students showed gains in literacy and math.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$58734

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
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	Sarah Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Data from the 2012 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	Paul Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Results of the four target tests will be disseminated to all teachers. This data will be used to chart progress and/or digression. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Joy Freel	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Buckle Down Literacy program was implemented to all students to develop and increased literacy and student achievement.	Charlotte Hill	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
In evaluating All classes utilize Buckle Down instructional materials in correlation with literacy data distributed by our literacy coach. Test scores have shown improvement.	Charlotte Hill	Start: 07/01/2012 End: 06/30/2013		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 writing in their classroom. Students will keep journals and teachers will incorporate open response questions on chapter tests. Released	Janet Copeland	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION \$

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		06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	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: 07/01/2012 End: 06/30/2013	<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 Domain 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Total Budget:	\$0
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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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$90600.00 Salaries: Title I - Employee \$21295.00 Benefits: ACTION BUDGET: \$111895
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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Title I, 6505 – 1003 (a) grant funds will be used to hire an additional Language Arts (LA) teacher at Nashville Elementary. This LA teacher will be above the state requirement and funds paid will be for services rendered before September 30, 2012. Adding this additional LA teacher will reduce the student/teacher ratio and better serve the students in acquiring the LA skills needed to succeed. Action Type: Equity Action Type: SIF 1003(a) 10-11 Action Type: Title I Schoolwide	Paul Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I 1003(a) - Employee \$793.09 Benefits: Title I 1003(a) - Employee \$3058.33 Salaries: ACTION BUDGET: \$3851.42
Total Budget:				\$115746.42

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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
A Drug Awareness Program will be presented to kindergarten through 12 students in the fall. This will address drug preventive actions concerning drug prevention to our students. The Guidance Office will also hand out materials to address Drug Awareness.	Ms. Keaster	Start: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

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 CCSS 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 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.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	PD (State-223) - \$13732.00 Employee Benefits: PD (State-223) - \$52800.00 Employee Salaries: <hr/> ACTION BUDGET: \$66532

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
Evaluating The Literacy coach assist all teachers with strategies and data. With the implematation of our coach, test scores have increased.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$66532

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 weeknesses 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	Title I - Employee \$10000.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$12000
Evaluating Summer School, Test scores show little to no improvement.We will evaluate the summer school program for the 2013	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$12000

Intervention: Reinforcement and enhancement through technology				
Scientific Based Research: Smart Step Administrators' Leadership Institute. Building istructional leadership through technology. Available at: http://arkedu.state.ar.us/smart_step/grant/gates_grant_p4 .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I 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. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Gaye Graham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$7499.21 ACTION BUDGET: \$7499.21
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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Through technology stimulus money, Nashville	Gayland	Start:		

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	Hopper	07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$7499.21

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: 07/01/2012 End: 06/30/2013	<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 Grade Level team meetings to discuss successful strategies or get input on instructional concerns. These meetings will be documented with minutes and 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	Paul Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
CWT's will be conducted to gather data for instructional strategies throughout all classrooms. This data will be	Paul Tollett	Start: 07/01/2012		ACTION

evaluated for effective teaching practices.		End: 06/30/2013		BUDGET: \$
Evaluating CWT'S, Pathwise Training and GLC's, the Smart Accountability leadership team will continue to administer these practices. Test scores improved with these strategies.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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 through our literacy labs will continue because of achieving test scores.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		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	Deb Marshall	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids 	Title I - Employee \$10000.00 Salaries: Title I - Employee \$3000.00 Benefits: ACTION BUDGET: \$13000

Action Type: Technology Inclusion Action Type: Wellness					
Evaluating Nashville Elementary after-school program, students that attended the 21st Century Quality program showed improvement in test scores	Rick Rebsamen	Start: 07/01/2012 End: 06/30/2013			ACTION BUDGET: \$
Total Budget:					\$13000
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$	
Total Budget:					\$0

Priority 2: Special Education

- Supporting Data:
1. SUPPORTING DATA: In the 2011-12 school year, 26.38% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 15.08% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.43%. 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.
 2. CITATIONS: 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.

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.

Benchmark BENCHMARK: By the end of the 2012-13 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	

<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 with one teacher assigned to approximately 5 or 6 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</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>	Daryl McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Orchard Software will be utilized to increase student achievement in language arts and mathematics. The Orchard Software will provide targeted instruction to address deficit areas for specific students. It will assist in monitoring student progress. The Orchard Software gathers and analyzes results upon completion of assigned activities.</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>	Janet McCullough	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>"My Reading Coach" software will continue to be employed to target K-3 high-risk students. 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 students to participate in this program. Monthly assessments administered through the Arkansas Reading First program will evaluate progress of student performance.</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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Teaching Aids 	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. 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: Collaboration Action Type: Equity</p>	LaDonna Curtis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
. Maintain the established pre-referral process	LaDonna	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; Orchard Software; 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: Parental Engagement Action Type: Special Education</p>	Curtis	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
<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; My Reading Coach; Orchard Software; 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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	B. Jamison	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>A teachers aid will be employed to help with student achievement.</p>	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$3655.00 Employee Benefits: NSLA (State-281) - \$16145.00 Employee Salaries: <hr/> ACTION BUDGET: \$19800
<p>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</p>	Teddford	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	ACTION BUDGET: \$

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: ADE Scholastic Audit Action Type: AIP/IRI			• Computers	
Total Budget:				\$19800

Priority 3: Students will continue to improve in mathematics.

- Supporting Data:
- 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.
 - IN the 2012 school year, new Common Core AMO Standards were adopted by the Arkansas State Education Department. Nashville Elementary is now classified as a N.I school.

Goal Students will improve in mathematics. Grade Level meetings was implemented to address AMO. 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 AMO 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 CCSS 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Highly qualified special education teacher will coordinate	Beverly	Start:		

instruction for special needs students with CCSS 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	Tedford	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Target Assessment Test will be given through PCG Education 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Evaluating and reviewing the mathematics curriculum through Professional Development, Data, PLC'S and the Bench Mark Score is done daily. Test scores have increased because of this practice.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Through data driven decision making, teachers will implement the CCSS standards and be able to derive 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	Charlotte Binkley	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Summer school will be offered to all students not meeting state standards on the Benchmark Examination in 2012. This will include a 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will attend the Regional NCTM Council of	Paul Tollett	Start:		

Teachers of Mathematics in Dallas . 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		07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Evaluating the professional development and data gathering did increase test scores in mathematics.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		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 " writing" 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All writing assignments will be aligned to the CCSS 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 CCSS for mathematics and instruction includes a writing component. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Mr. Howard	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Evaluating writing in the math curriculum helped our students and we did show some improvement. Evaluating the test data, word problems test question still need improvement.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Total Budget:	\$0
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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
<p>Parent/School contracts will be collaboratively written to address the needs of all students not meeting the standard on the Benchmark Examination. Open Hous 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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Vanessa Keaster	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
<p>Parents will be invited to share in the Thanksgiving, Christmas, and Easter meals in the cafeteria.</p> <p>Action Type: Parental Engagement</p>	Vanessa Keaster	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>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.</p>	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Total Budget:	\$0
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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
<p>In conjunction with Literacy Priority I, funds will 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.</p> <p>Action Type: Equity Action Type: Program Evaluation</p>	Joe Kell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	NSLA (State-281) - \$17827.00 Employee Benefits: NSLA (State-281) - \$70700.00 Employee Salaries: ACTION BUDGET: \$88527
<p>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.</p>	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Total Budget:	\$88527
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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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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 CCSS 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Evaluating the IMPS program , fourth graders have significantly increased their test scores.	Pual Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Gayland Hopper	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
An intervention teacher will be used to facillitate 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Through 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Evaluating CWT'S, Pathwise Training, and Grade level meetings, we will continue to administer these practices. Test scores improved with these strategies.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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 3% 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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 "Achievung". 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	Coach Brown	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

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 AMO.

Benchmark To meet or exceed AMO 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> 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: 07/01/2012 End: 06/30/2013		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 Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Gail Milum	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
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: 07/01/2012 End: 06/30/2013		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	Paul Tollett	Start: 07/01/2012 End:		ACTION \$

scores continue to show improvement and will be regularly monitored to maintain effectiveness within the classroom.	06/30/2013	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 AMO 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 AMO scores in literacy and math on the ACTAAP.

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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Principals will attend the annual Arkansas Educational Administrators Association meetings for legal and best practices strategies for student achievement.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Principals work closely with teachers to monitor data on student performance.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Principals will use CWT's to monitor teaching strategies and identify areas of professional development opportunities.	Rick Rebsamen	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Principals and teachers will use an assessment wall to monthly determine interventions and remediation.	Ms. Hill	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Evaluating Leadership, Test Scores have improved. Nashville Elementary is now an "Achieving" school.	Paul Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Business Representative	Mr.Chesshir	Bussiness Leader	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	Brian Brown	Member	Wellness
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 Jamison	Member	Literacy
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	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	Michael Howard	Memeber	Mathematics
Classroom Teacher	Morgan Howard	Member	Wellness
Classroom Teacher	Sarah Smith	Chairperson	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	Marilyn Britt	Staff	Steering
Non-Classroom Professional Staff	Rebba Coulter	Staff	steering
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	Ms. Bowman	Parent	Steering
Principal	Paul Tollett	Principal	Steering
Principal	Rick Rebsamen	Chairperson	Steering

2012-2013 ARCHIVE

School Plan

[Print Version](#)

NASHVILLE JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

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 1: Mathematics

Supporting Data:

- Needs Assessment: In 2012, the overall status for math is "Achieving". All of our sub-population(s) met AMO in math except Students with Disabilities. All sub-population(s) met growth except English Learners and Students with Disabilities. Our lowest scoring tested areas was in Data Analysis & Probability - Open Response.
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2012 administration of the 7-8 Augmented Benchmark & EOC exams. We examined the results from the Combined Population, TAGG, 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 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 area reflects our greatest need within the Mathematics Priority: Data Analysis & Probability - Open Response. 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.
 By the end of the 2012-2013 school year, All Students will meet the AMO of 76.97% & TAGG Students will
 Benchmark meet the AMO of 66.53% 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 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Teachers will attend vertical alignment meetings that include teachers grades 7 thru 9. 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	Tackett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Program evaluation: Based on teacher	Tackett	Start:		

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	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:			\$9000

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.

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.

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Summer school will be offered in June of 2013. Curriculum will focus on benchmark release items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity	Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	Title VI State - Employee Salaries: \$3000.00 Title VI State - Employee Benefits: \$650.00 ACTION BUDGET: \$3650
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$3650

Priority 2: Special Education

Supporting Data: 1. In the 2011-12 school year, 26.38% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 15.08% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.43%. 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 2012-13 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
<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; 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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Daryl McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
<p>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.</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: 07/01/2012 End: 06/30/2013	<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 2012-13 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>Summer school will be offered in June of 2013. Curriculum will focus on benchmark released 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	ACTION BUDGET: \$

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. Action Type: Program Evaluation Action Type: Special Education	McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
"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. Action Type: Program Evaluation Action Type: Special Education	McJunkins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Literacy

- Needs Assessment: In 2012, the overall status for literacy is "Achieving". All of our sub-populations met AMO in literacy except Students with Disabilities. All of our sub-populations met growth AMO.
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2012 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 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 area reflects our greatest need within the Literacy Priority: Multiple Choice Writing. 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 To improve reading comprehension and writing skills throughout the curriculum.
 Benchmark By the end of the 2012-2013 school year All Students will meet the AMO of 71.68% & TAGG Students will meet the AMO of 59.73%, 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will develop and administer reading and	Tackett	Start:		

<p>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 begin gearing towards more persuasive argumentative writing as required by the Common Core State Standards. The curriculum will include a more strenuous focus on non-fiction reading materials. Teachers will then use the results of these items to evaluate the needs of their students.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>		<p>07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Tackett	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Beene	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<p>PD (State-223) - \$9000.00 Other Objects:</p> <hr/> <p>ACTION BUDGET: \$9000</p>
<p>Teachers will attend vertical alignment meetings that include teachers grades 7 thru 9. Curriculum alignment that includes aligning lesson plans and grade modules to the Common Core State Standards will be the driving force behind all alignment activities.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Tackett	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • 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. Teachers will continue to work with students on completing open response items in an effort to improve reading comprehension and writing skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Tackett	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>NJHS teachers and administration will continue to utilize Professional Learning Communities that consist of vertical and horizontal teams.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Tackett	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$9000

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Summer school will be offered during June of 2013. Curriculum will focus on Math and English benchmark released items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity	Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	Title VI State - Employee Salaries: \$3000.00 Title VI State - Employee Benefits: \$650.00 ACTION BUDGET: \$3650
Program Evaluation: Test scores, student surveys, and parent surveys show that our 21ccdc 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$3650

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.

Goal To improve students nutrition and physical activity and to promote general wellness
Healthier BMI results will be evident by June 30, 2013. There will be an improvement in the 2012-2013 BMI results indicating healthier lifestyles are being practiced. The BMI results for the 11-12 school year are as follows: 50% of our male students were healthy or underweight; 67.6% of our female students were healthy or underweight.

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 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	Deb Tackett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
Nashville Junior High School will offer 150 minutes of physical activity time per week. Action Type: Equity Action Type: Wellness	Baker	Start: 07/01/2012 End: 06/30/2013	<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: Equity Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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	Deb Tackett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
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	Mary Gammil	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$11444.00 Employee Benefits: NSLA (State-281) - \$45100.00 Employee Salaries: ACTION BUDGET: \$56544
The school counselor will continue to work with parents, community, and students to promote a safe and drug free school. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
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	Deb Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
NJHS parent facilitator will work with parents through the parent center to provide them with tools such as family kits, parenting books and 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	Deb Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
NJHS will continue to provide materials that are	Deb Wallis	Start:		

directly targeted at providing drug and alcohol prevention. Action Type: Parental Engagement Action Type: Wellness		07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
NJHS will continue to incorporate the SPARK curriculum for the P.E. & afterschool programs. Action Type: Wellness	Baker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Teaching Aids 	ACTION BUDGET: \$
The school counselor will continue to purchase academic awards for high achieving students. Action Type: Wellness	Wallis	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
NJHS will partner with the Arkansas Children's Hospital to incorporate the new Health Teacher website to bolster the Health curriculum. Regular classroom teachers will be trained and given access to available materials. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Tackett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$56544

Priority 5: Leadership

Supporting Data:	<p>1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012 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 as we implement the Common Core State Standards. 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.</p>
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 AMO. 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 Common Core State Standards. 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Administrators will receive training on data desegregation, parental involvement, ESEA 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Provide professional development for math and literacy lead teachers. This inservice will be provided by the DeQueen-Mena Educational Cooperative and district math/literacy coaches. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	John Ponder	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Professional development that addresses the Teacher Excellence and Support System	John Ponder	Start: 07/01/2012	<ul style="list-style-type: none"> Teachers 	

(Teacher Evaluation) will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Professional Development		End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Program evaluation: Our leadership plan has been fully implemented, but is always subject to improvement. We met AMO in math & literacy. Evaluation of the administrative support and services will be determined by monitoring CWTs conducted by principals and central office administration on a regular basis and by both formative and summative assessments. Documentation of the achievement of goals of the school and the AMO 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Title VI funds will be used for student travel to school academic events and student competitions	Tackett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title VI State - \$2500.00 Other Objects: ACTION BUDGET: \$2500
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 1.5 FTE for certified classroom teachers and 1.0 FTE for a paraprofessional. Action Type: Parental Engagement	Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ALE (State-275) - \$84909.00 Employee Salaries: ALE (State-275) - \$19885.00 Employee Benefits: ACTION BUDGET: \$104794
Total Budget:				\$107294

Priority 6: Title III/ELL

1. ACTAAP results: 8th grade literacy - (3) Advanced (6) Proficient, and (2) Basic; 7th grade literacy - (7) Proficient
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 2012 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"

Supporting Data:

classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

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 the AMO 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 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	Perez	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ELL (State-276) - \$5126.00 Employee Benefits: ELL (State-276) - \$15919.00 Employee Salaries: <hr/> ACTION BUDGET: \$21045
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$21045

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ace Howard	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	Ben Wallis	ALE Teacher	Wellness
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	Deb Marshall	ALE Teacher/21cclc Coordinator	Literacy
Classroom Teacher	Don Cooley	Athletics	Wellness
Classroom Teacher	Hannah Winton	Science/Math	Math
Classroom Teacher	Holli Dunson	English	Literacy
Classroom Teacher	Hollis Hughes	Art	Math
Classroom Teacher	Jennifer Gordon	Business	Math
Classroom Teacher	Jerry Baker	English	Literacy
Classroom Teacher	John Tollett	Math Teacher	Math
Classroom Teacher	Johnny Wilson	Math	Math
Classroom Teacher	Karen Dawson	Business	Literacy
Classroom Teacher	Karen McBride	Teacher	Literacy
Classroom Teacher	Kim Conant	Business	Math
Classroom Teacher	Kyle Slayton	Drivers Education	Wellness
Classroom Teacher	Lori Williams	Math	Math
Classroom Teacher	Mandi Stone	Math	Math
Classroom Teacher	Mark Propps	Social Studies	Literacy
Classroom Teacher	Nathan Evans	Band	Wellness
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	Cristal Perez	Paraprofessional	Literacy
Non-Classroom Professional Staff	Deb Wallis	Counselor	Literacy
Non-Classroom Professional Staff	Jackie Vankirk	Paraprofessional	Special Education
Non-Classroom Professional Staff	Phyllis Williams	Paraprofessional	Special Education
Non-Classroom Professional Staff	Willie French	Paraprofessional	Literacy
Parent	Lance Pope		Math
Principal	Deb Tackett	Principal	Steering
Principal	Latito Williams	Assistant Principal	Steering

2012-2013 ARCHIVE

School Plan

[Print Version](#)

NASHVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

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

Table of Contents

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 2012, the status for Math was "Achieving" all of our sub-populations met status in math. Our lowest scoring tested area was Open Responses.
2. We formed a Math Leadership Team and analyzed the test scores from the 2012 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 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 AMO as defined by the State on the End-of-Course Geometry exam.

Intervention: Develop and implement 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
Each mathematics teacher develops lesson plans that are aligned to the Common Core Standards. The Common Core numbers are recorded on lesson plans. Action Type: Alignment	Kim Slayton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Kim Slayton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
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. . Action Type: Professional Development Action Type: Program Evaluation	Allyson Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
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. Action Type: Parental Engagement	Kelli Webb	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Amy Bearden is the parent coordinator at NHS. Thomas Pennington provided inservice to the faculty at NHS in the required two hours of inservice in parent involvement on August, 2012. 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	Fran Strawn/Kelli Webb/Amy Bearden	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff School Library 	ACTION BUDGET: \$
Nashville High School sponsors two parent/teacher conferences and one open	Tate Gordon	Start: 07/01/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

house each year. Action Type: Parental Engagement		End: 06/30/2013		
NHS will submit a notice to the local newspapers honoring parents who attended parent-teacher conferences. Action Type: Parental Engagement	Amy Bearden	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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 items teachers can use in their discipline, as needed. Action Type: Professional Development	Kim Slayton/Allyson Tollett	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
The 10-12 math facilitator will give the 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	Allyson Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
NHS will employ a lead math teacher as a math facilitator for one period a day during each semester (.10 FTE) She will work with teachers to implement math skills across	Allyson Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) - \$1234.00 Employee

curriculum areas. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide				Benefits: NSLA (State-281) - \$5700.00 Employee Salaries: ACTION BUDGET: \$6934
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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Each math teacher works on curriculum mapping, CCSS lesson plans that focus 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 CCSS notebook. The upper level math teachers focus on improvement of ACT mathematics scores and the transition to the CC.	Allyson Tollett	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$6934

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 before and after-school tutoring for those needing assistance in math and for ACT preparation 5 times per week during the school year as requested by students. Action Type: AIP/IRI Action Type: Equity	Kelli Webb and Allyson Tollett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$2165.00 Employee Benefits: NSLA (State-281) - \$10000.00 Employee Salaries: ACTION BUDGET: \$12165
NHS will offer the ACT test free of charge to all current 11th graders. Action Type: Equity	Kelli Webb	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - \$5100.00 Other Objects: ACTION BUDGET: \$5100
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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$17265

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: 07/01/2012 End: 06/30/2013	<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 AMO 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
Each English teacher develops lesson plans that are aligned to the Arkansas language arts frameworks/common core standards. The common core numbers are recorded on the lesson plans. All History, Science, and Technical Subjects will use their CCSS for reading. *Goals and objectives are listed in each classroom daily. English Language Arts teachers use the Holt, Rhinehart, and Winston texts that include technology lessons. Action Type: Alignment	Kim Slayton	Start: 07/01/2012 End: 06/30/2013	<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 teachers will develop two lessons per semester that correlate to Common Core State Standards. Common Core Standard Lessons will be documented in CCSS notebooks.	Vickie Beene and Kim Slayton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Program Evaluation				
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: 07/01/2012 End: 06/30/2013	<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 and CCSS. * 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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.(.10 FTE) 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) \$1102.00 - Employee Benefits: NSLA (State-281) \$5088.00 - Employee Salaries: ACTION BUDGET: \$6190
NHS uses Target Testing from the DeQueen-Mena Co-Op. Sophomores and juniors are given a pre and post test, 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library Teachers 	NSLA (State-281) \$5000.00 - Materials & Supplies: ACTION BUDGET: \$5000
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: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$26497.00 Employee Benefits:

				NSLA (State-281) - \$106868.00 Employee Salaries: <hr/> ACTION BUDGET: \$133365
NHS will employ a certified teacher to teach a test preparation class that all 11th grade students will be required to take.(1.0 FTE) The class will focus on EOL and literacy skills and ACT review.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - \$8391.00 Employee Benefits: NSLA (State-281) - \$38756.00 Employee Salaries: <hr/> ACTION BUDGET: \$47147
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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$191702

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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
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. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Holly Couch	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
NHS will provide summer school for student's needing credit recovery for failed classes.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		Title VI State - Employee Salaries: \$3000.00 Title VI State - Employee Benefits: \$750.00 <hr/> ACTION BUDGET: \$3750
Total Budget:				\$3750

Intervention: Nashville High School will continue to offer Advanced Placement courses in the Humanities

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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		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 2012-2013 basic skills battery will be used to evaluate student progress.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
"My Reading Coach" software will be employed to provide individualized instruction to targeted struggling readers. This	Jennifer Beavert	Start: 07/01/2012		

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.	End: 06/30/2013	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 2012-2013 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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<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 that 8 glasses of water a day are important to the body and brain. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Restrict students access to vending machines in the	Tate	Start:	<ul style="list-style-type: none"> Administrative 	

school environment. Action Type: Wellness Action Type: Wellness	Gordon	07/01/2012 End: 06/30/2013	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: 07/01/2012 End: 06/30/2013	• 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: 07/01/2012 End: 06/30/2013	• Title Teachers	ACTION BUDGET: \$
NHS will continue to present a drug awarness program for red ribbon week.	Kelli Webb	Start: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

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
NHS administrators will attend the Administrartor's Institute at DeGray.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
NHS Administrators will attend the AAEA conference in Little Rock.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
NHS administrators will hold monthly faculty meetings.	Tate Gordon	Start: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		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: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Title VI State funds will be used for student travel to school academic events and student	Tate Gordon	Start: 07/01/2012	• Administrative Staff	Title VI State -

competitions. Action Type: Collaboration Action Type: Equity		End: 06/30/2013	• Teachers	Other Objects: \$2500.00
				ACTION BUDGET: \$2500
Total Budget:				\$20500

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 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: 07/01/2012 End: 06/30/2013		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	Kim Newton	Member	Mathematics
Classroom Teacher	Kristina Ward	Member	Mathematics
Classroom Teacher	Lisa Wesson	Member	Literacy
Classroom Teacher	Marla Stewart	Member	Literacy
Classroom Teacher	Matthew McLelland	Member	Mathematics
Classroom Teacher	Patricia Stinson	Member	Literacy
Classroom Teacher	Paul Ernest	teacher	literacy
Classroom Teacher	Sara Jo Morris	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	Literacy
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	Mashcelle Whitmore	Member	Literacy
Non-Classroom Professional Staff	Teresa Chandler	Member/Steering	Literacy
Principal	Tate Gordon	Member	Steering