

School Plan

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NASHVILLE SCHOOL DISTRICT
600 N 4th St.

Arkansas Comprehensive School Improvement Plan

2013-2014

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:

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Goal: Reduce % of black students in special education.

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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 2012-13 school year, 31.28% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. During this ten year period, we have seen a general decline in the percentage of special education students who are black. The Nashville School District has reduced the number of special education students who are black by 10.18% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 8.22%. 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 2013-14 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	Daryl	Start:		

<p>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/My Virtual 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>	McJunkins	07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>"My Reading Coach/My Virtual Reading Coach" software will continue to be utilized to target high-risk students. This software addresses the 5 basic reading components. This scientifically, research-based software has been proven successful 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. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
<p>Orchard Software will be utilized at Nashville Primary School 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: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Daryl McJunkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids 	ACTION BUDGET: \$

<p>"Reading Plus" software will be used in the computer lab and after school tutoring to continue to build reading skills of students who have completed the "My Reading Coach" program. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	Daryl McJunkins	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
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 3-8 Augmented Benchmark exam, EOC exams, and ELDA exam. We examined the results from both the combined population, TAG, and sub-populations 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 AMO's developed by Arkansas Department of Education.

<p>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.</p>				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title I funds will be used to hire one part time (.30 FTE) federal coordinator (Joe Kell) 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 Title I programs.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Doug Graham	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$27040.00 Title I - Employee Benefits: \$6395.21</p> <hr/> <p>ACTION BUDGET: \$34935.21</p>
<p>Title I funds will be used to provide staff development and services to support training of personnel in Title I schools within the district. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Some of the staff development</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	<p>Title I - Purchased Services: \$17000.00 Title I - Materials</p>

<p>may include, but is not limited to, Online Resources for Research, Going Paperless, I Read It But I Don't Get It, Protocol on Comprehensive Literacy, Cognitively Guided Instruction, Growing Into Chapter Books, National Association of Math Teachers Conference, Interventionist Work, TICAL, Schools Without Walls. 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...</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>& Supplies: \$605.00</p> <hr/> <p>ACTION BUDGET: \$17605</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.</p> <p>Action Type: Equity</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>PD funds will be used to provide staff development to support training of all personnel in the area of student achievement and CCSS. 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. Some of the staff development may include, but is not limited to, National Science Teachers Association Conference, National Assn. of Middle School Teachers Conference, National Capitol Leadership Conference, Arkansas Curriculum Conference, AAEA Fall Conference, AAEA Summer Conference, Online Resources for Research Conference, Going Paperless Workshop, I Read It But I Don't Get It Workshop, Protocol on Comprehensive Literacy, Cognitively Guided Instruction, Growing Into Chapter Books, National Association of Math Teachers Conference, Interventionist Work, TICAL, Schools Without Walls.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$20816.50</p> <p>PD (State-223) - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$21316.5</p>
<p>The Nashville School District will contract with area educational cooperatives and specialists outside of the cooperatives to provide training for all staff members in the area of student achievement.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used for the Nashville School District to contract with the DeQueen-Mena Cooperative for Early Childhood Education.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>NSLA (State-281) - Purchased Services: \$82301.00</p> <hr/> <p>ACTION BUDGET: \$82301</p>
<p>The Nashville School District supports the</p>	Doug	<p>Start:</p>		

<p>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.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Graham	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
<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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Joe Kell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<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. Some of the staff development may include, but is not limited to, National Science Teachers Association Conference, National Assn. of Middle School Teachers Conference, National Capitol Leadership Conference, Arkansas Curriculum Conference, AAEA Fall Conference, AAEA Summer Conference, Online Resources for Research Conference, Going Paperless Workshop, I Read It But I Don't Get It Workshop, Protocol on Comprehensive Literacy, Cognitively Guided Instruction, Growing Into Chapter Books, National Association of Math Teachers Conference, Interventionist Work, TICAL, Schools Without Walls.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Joe Kell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title VI State - Purchased Services: \$16000.00</p> <hr/> <p>ACTION BUDGET: \$16000</p>
<p>Title VI funds will be used to contract with Public Consulting Group (PCG) of Nashville, TN 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</p>	Joe Kell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance 	<p>Title VI State - Purchased Services: \$6000.00</p> <hr/>

<p>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>			<ul style="list-style-type: none"> Assessments Teachers 	<p>ACTION BUDGET: \$6000</p>
<p>NLSA 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</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<p>ACTION BUDGET: \$</p>
<p>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 Title I school campus. The counselor will have materials available for parents and students which meet the needs of the individual families. The parent centers will have parenting magazines, homework tips, and other materials regarding responsible parenting. Parent-Teacher conferences will be held twice each school year. Action Type: Equity Action Type: Parental Engagement</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Title Teachers 	<p>Title I - Materials & Supplies: \$4803.00 <hr/> ACTION BUDGET: \$4803</p>
<p>Title VI funds will be used for the purpose of purchasing technology equipment and software, and to provide professional development for teachers and administrators to enhance learning through technology. Items purchased may include; 1 interactive whiteboard @ \$3,035, 14 laptop computers @ \$670, 2 desktop computers and monitors @ \$800, and 6 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</p>	Joe Kell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Teachers 	<p>Title VI State - Materials & Supplies: \$11880.00 Title VI State - Capital Outlay: \$3035.00 <hr/> ACTION BUDGET: \$14915</p>
<p>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</p>	Vanessa Keaster	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>PD funds will be used to contract with DeQueen Mena Coop for the services of an Instructional Technology Coordinator (ITC). This person will work with our staff to help them incorporate the use of technology in their instruction. The ITC will model lessons using technology and demonstrate the use of technology equipment to improve student learning. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Douglas Graham	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<p>PD (State-223) - Purchased Services: \$2000.00 <hr/> ACTION BUDGET: \$2000</p>

Action Type: Technology Inclusion				
Title II-A funds will be used to recruit highly qualified and trained teachers. These funds will be used for university teacher fairs where Nashville School District will contact teacher candidates. Funds will pay for the cost of the teacher fairs, travel, meals, and supplies for the school representative. Action Type: Alignment	Joe Kell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	Title II-A - Materials & \$2000.00 Supplies: ACTION BUDGET: \$2000
Total Budget:				\$202875.71

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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	<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, EOC exams, and ELDA exam. We examined the results from both the combined population, TAG, and sub-populations 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 AMO's set by the Arkansas Department of Education.

Intervention: Support Schools in meeting AMO's.				
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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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.	Douglas Graham	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide		06/30/2014	<ul style="list-style-type: none"> Central Office Computers Performance Assessments Teachers 	BUDGET: \$
A Peer-Review has been conducted and the building has approved all building ACSIP plans. District Peer-Review: The ACSIP District and Building Leadership teams (for all buildings) have met concerning the goals and objectives for the 2013-14 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<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:

- 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 ACTAAP 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	Joe Kell	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	ACTION \$

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		End: 06/30/2014	Staff ● Computers ● Outside Consultants ● Performance Assessments ● Teachers	BUDGET:
Nashville School District will support all schools in the efforts to improve the language acquisition skills by training teachers in research based techniques that will address the needs of our ELL students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Joe Kell	Start: 07/01/2013 End: 06/30/2014	● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers	ACTION BUDGET: \$
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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Douglas Graham	Start: 07/01/2013 End: 06/30/2014	● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
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
Parent	Matt Smith	Member	Steering
Principal	Latito Williams	Member	Steering
Principal	Rick Rebsamen	Member	Steering
Principal	Shirley Wright	member	Steering
Principal	Tate Gordon	member	Steering

School Plan

[Print Version](#)

NASHVILLE PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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

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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 "Achieving" school in literacy. We met our 2013 AMO in literacy with 86.96 percent proficient and advanced. The TAGG group scored 81.91. The 3 year literacy average of all students (85.41) met the 2013 AMO, but the TAGG group fell short by less than a percentage point, with 81.31 percent proficient and advanced.
2. ITBS scores in Literacy in first grade were 53% and in second grade 52% in Total Reading.

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

Benchmark To meet the 2014 AMO (85.69 for all students and 83.50 for TAGG students) developed by the Arkansas Department of Education and score above the 50th percentile on ITBS.

Intervention: Increase number of teachers and paraprofessionals 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 employ 5.0 F.T.E. paraprofessionals to aide in the implementation of student interventions for at risk students. (P. Alvarez \$18,888. M Porterfield \$20,688. L. Hartness \$18,888. M. Robinson \$20,688. D. Pope \$19,164.) Action Type: Equity Action Type: Title I Schoolwide	Administration, Interview Committee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee Salaries: \$79821.00 Title I - Employee Benefits: \$18495.56 <hr/> ACTION BUDGET: \$98316.56
NSLA monies will be utilized to hire 3.0 FTE teachers in grades 1 and 3 to reduce class size and improve the quality of instruction in literacy. Seven teachers are required to meet state standards in grade 1, and 6 teachers are required to meet state standards in grade 3. The 8th and 9th teachers in grade 1 (S.Bright \$62,981, D.Pinkerton \$58,820). and the 7th teacher in grade 3 (W.White \$58,821.) will be paid for with NSLA funds. Action Type: Equity	Administration, Interview Committee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	NSLA (State-281) - Employee Salaries: \$35022.00 NSLA (State-281) - Employee Benefits: \$145600.00 <hr/> ACTION BUDGET: \$180622
Total Budget:				\$278938.56

Intervention: Provide summer school for students needing remediation of skills in literacy.				
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
Title I funds will be used to provide summer school to students. Three teachers will be hired to provide Summer School instruction at \$30 per hour. Summer School will be four hours a day for two weeks. Instruction will concentrate on Literacy skills. Students will be identified for summer school by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$5000.00 Title I - Employee Benefits: \$1571.50 <hr/> ACTION BUDGET: \$6571.5
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. Students selected will be those who are at risk and need remediation in literacy before the upcoming school year. Action Type: Title I Schoolwide	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Materials and supplies will be purchased for summer school and for interventions throughout the school year for at risk students. Action Type: Alignment Action Type: Title I Schoolwide	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	Title I - Materials & Supplies: \$7500.00 <hr/> ACTION BUDGET: \$7500
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$14071.5
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 and DIBELS scores. Action Type: Equity	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Title I funds will be used to provide After School Tutoring with an emphasis on improving Literacy skills. Four teachers (to be named later) will be hired to provide AST at \$30 per hour. AST will meet two days a week for one hour and will start November 5 and run through March 6. We will offer AST to all students in the building. Students will be identified for AST by teacher recommendation and formative and summative test scores with an emphasis on identified low income students. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2013 End: 06/30/2014		Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500
The after-school tutoring program will be re-evaluated each year according to formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Administrative Staff, Teachers, Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$9500

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement Orchard computer software in computer lab, StarFall and BrainPop web-based programs in all classrooms. Action Type: Technology Inclusion	Technology Committee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Teachers will be offered six hours of technology training each year to improve technology instruction. Action Type: Technology Inclusion	Technology Coordinators, Area Coop	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Computers Outside Consultants 	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: 07/01/2013 End: 06/30/2014	<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 to improve inclusion of technology in curriculum. Equipment that will be purchased will be 7 laptops at an estimated price of \$640. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shirley Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	Title I - Materials \$4500.00 & Supplies: ACTION BUDGET: \$4500

Total Budget:

\$4500

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
Establish Parent Information Center. Action Type: Parental Engagement	Parent Coordinators	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement new smart phone app district wide to help inform parents of school events, news, student grades, attendance, etc. Action Type: Collaboration Action Type: Parental Engagement	District Administration, Technology Dept.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	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 (Becky Stanley) to provide continuous staff development for teachers in comprehensive literacy, mentor teachers, track students	Interview Committee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee \$53947.00 Salaries: Title I -

using assessment wall and data, and work with paraprofessionals to plan targeted interventions for at risk students identified by formative assessments. Action Type: Collaboration Action Type: Equity Action Type: Professional Development			• Teachers	Employee \$13480.00 Benefits: ACTION BUDGET: \$67427
Evaluate effectiveness of coaching model by studying assessment data using formative and summative assessments. Action Type: Program Evaluation	Administration	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$67427

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: 07/01/2013 End: 06/30/2014	• Teachers	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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will participate in continous comprehensive literacy training and other research based professional development in order to fully implement the Common Core State Standards. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Literacy Coach, ADE Specialists	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants	ACTION BUDGET: \$
Parents will be informed of student progress in the literacy program through reports, conferences, Home Access Center, Scrapper App, etc. Action Type: Parental Engagement	Classroom Teachers, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will meet during the summer to work on syllabuses and plan units to implement Common Core standards. Action Type: Collaboration Action Type: Professional Development	Teachers, Becky Stanley, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2:

Supporting Data: 1. In the 2012-13 school year, 31.28% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. During this ten year period, we have seen a general decline in the percentage of special education students who are black. The Nashville School District has reduced the number of special education students who are black by 10.18% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 8.22%. 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 2013-14 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 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	Erin Bell, Kayla Coulter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	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; Learning Milestones; My Reading Coach; and/or School Based Mental Health services. All of these interventions include an evaluation component that measures the student performance during the student's participation in the program. Evaluation will be based on the reduction of special education referrals..</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Erin Bell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers ● Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Continue an "Early Bird" Program to prepare targeted pre-school students for a successful kindergarten experience. Identified students will be invited to participate in a summer school pre-literacy program. The program is designed to acquaint targeted students with getting ready to learn skills. The student will be more familiar with the learning expectations of the kindergarten curriculum when the school year begins. In addition, summer school will also be offered to other high-risk students with a small teacher student ratio for more individualized instruction. Teachers will be hired and supplies purchased to implement the program. Deficit areas will be addressed to build student performance.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Shirley Wright	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	<hr/> ACTION BUDGET: \$
<p>"My Reading Coach /My Virtual 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 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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Daryl McJunckins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Computers 	<hr/> ACTION BUDGET: \$
<p>After-School Tutoring will be offered to struggling students with a high risk of failure. Teachers will be hired and supplies purchased to implement the program. The program will allow a low teacher/student ratio 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: Equity Action Type: Special Education</p>	Daryl McJunckins, Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To improve math skills

Supporting Data: 1. The Nashville Primary ESEA Accountability Report indicated that Nashville Primary School was a "Needs Improvement" school in math. We missed our 2013 AMO by less than a point for all students. Our TAGG group scored 86.17 and missed the 88.13 AMO by a little less than two points.
 2. ITBS score for Total Math in first grade was 48% and in second grade was 48%.

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

Benchmark: To meet the 2014 AMO (90.27 for all students and 89.50 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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will meet during the summer in order to work on syllabuses and plan units in order to implement Common Core state standards. Action Type: Collaboration Action Type: Professional Development	Teachers, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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/enrichment of skills, based on their formative and summative assessments as well as a teacher survey of student performance. Students selected will be those who are at risk and need remediation in math before the upcoming school year. Action Type: Equity	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Title I funds will be used to provide summer school to students. Three teachers will be hired to provide Summer School instruction at \$30 per hour. Summer School will be four hours a day for two weeks. Instruction will concentrate on Literacy skills. Students will be identified for summer school by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$5000.00 Salaries: Title I - Employee \$1571.50 Benefits: ACTION BUDGET: \$6571.5
Purchase supplies and materials to supply summer school classrooms and for intervention materials during the year. Action Type: Title I Schoolwide	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$7500.00 ACTION BUDGET: \$7500
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$14071.5

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 based on formative assessments and teacher recommendation. Action Type: Equity	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Title I funds will be used to provide After School Tutoring with an emphasis on improving Math skills. Four teachers will be hired to provide AST at \$30 per hour. AST will meet two days a week for one hour and will start November 5 and run through March 6. We will offer AST to all students in the building. Students will be identified for AST by teacher recommendation and formative and summative test scores with an emphasis on identified low income students. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$7500.00 Salaries: Title I - Employee \$2000.00 Benefits: ACTION BUDGET: \$9500
The after-school tutoring program will be re-evaluated each year according to	Administrative Staff, Teachers,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	

student formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: Program Evaluation	Counselors	End: 06/30/2014	Staff ● Teachers	ACTION BUDGET: \$
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Total Budget:	\$9500
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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 Cognitively Guided Instruction, and other workshops to improve math instruction above the 60 state required hours and linked to the teacher's professional growth plan. Action Type: Professional Development Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	Title I - Purchased \$11500.00 Services: ACTION BUDGET: \$11500
Hire substitutes to replace teachers during professional development training. Action Type: Professional Development	Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Total Budget:	\$11500
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Intervention: Character Education

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue implementation of character education program to insure positive, safe, and drug-free school environment. Action Type: Collaboration	Teachers, Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	Title VI State - Materials \$1500.00 & Supplies: ACTION BUDGET: \$1500
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Nashville Primary will utilize NSLA funds to employ .5 FTE guidance counselors (Tyra Hughes) to continue character education instruction and individual counseling and instruction. The state required counseling	Administration	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$6950.00 Employee Benefits:

requirement for a school with our population is 1.5 FTE. Action Type: Collaboration				NSLA (State-281) - \$27945.00 Employee Salaries: ACTION BUDGET: \$34895
Provide academic awards for students making the honor roll. Action Type: Parental Engagement	Guidance Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$36395

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(V.Moore) to teach ALE classroom.	Shirley Wright, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ALE (State-275) - \$9835.00 Employee Benefits: ALE (State-275) - \$48367.00 Employee Salaries: ACTION BUDGET: \$58202
Utilize para-professional from Riverview Health to work in ALE classroom. Action Type: Collaboration	Riverview Health	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$58202

Priority 4: Improving Wellness.

Supporting Data: 1. According to the 2012-2013 Nashville Primary School BMI, 18% of all children were overweight and 16.6% were obese.
2. According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)

Goal Nashville Primary students will exhibit healthier BMI results.

Benchmark Healthier BMI results will be evident by June 30, 2014. 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

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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	<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.
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%

Supporting

- Data: 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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Under the supervision of the principals, teachers will	Administration,	Start:		

hold weekly grade level planning meetings to plan instruction and strategies to meet the needs of their students. Action Type: Alignment Action Type: Collaboration	Teachers	07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Increase ELL students' achievement.

Supporting Data: 1. Nashville Primary School will work diligently to continually improve our students' achievement in literacy, even though our current status is achieving with a combined score of 86.96. Our ELL students scored well with a 86.21 in literacy and a 89.66 in math. Their math score was actually higher than our combined population. Data from summative and formative assessments will be continually tracked on each group and small group as well as individual interventions and remediation will be a continous strategy for improving our student achievement with our ELL students in literacy and math.

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

Benchmark To meet AMOs 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 (Pilar Nunley	Administration	Start:		ELL

\$20,265., Anna Perez \$22,065.) to tutor ELL students in grades K-3. Action Type: Equity		07/01/2013 End: 06/30/2014	• Administrative Staff	(State-276) - \$10493.00 Employee Benefits: ELL (State-276) - \$31838.00 Employee Salaries: ACTION BUDGET: \$42331
Purchase testing and other supplies to identify qualified students for ELL program to tutor those students. Action Type: Equity	Administration, Counselors	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: \$
Literacy coach and ELL coordinator will work with classroom teachers to plan interventions and modifications for classrooms to assist in English acquisition. Action Type: Equity	Administration, Literacy Coach, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Evaluate the effectiveness of the ELL program each year according to data from formative and summative assessments. Action Type: Program Evaluation	Administration, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$42331

• 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	Literacy
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	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	Math
Classroom Teacher	Jennifer Pinkerton	Kindergarten Teacher	Wellness
Classroom Teacher	Julie Backus	3rd Grade Teacher	Literacy
Classroom Teacher	Julie Chesshir	Second Grade Teacher	Literacy
Classroom Teacher	Karen Teeter	First Grade Teacher	Literacy
Classroom Teacher	Karen Allen	First Grade Teacher	Literacy
Classroom Teacher	Karlie Worley	First Grade Teacher	ELL
Classroom Teacher	Kayla Coulter	Resource Teacher	Special Education
Classroom Teacher	Krissie Talley	First Grade Teacher	Wellness
Classroom Teacher	Krista Williams	Third Grade Teacher	Math
Classroom Teacher	Lakan McAdams	2nd Grade Teacher	Wellness
Classroom Teacher	Linda Plant	Third Grade Teacher	Math
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	Wellness
Classroom Teacher	Stacia Petty	Music Teacher	ELL
Classroom Teacher	Stacy Bright	First Grade Teacher	Math
Classroom Teacher	Tami Westfall	Kindergarten Teacher	Special Ed
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	Math
Classroom Teacher	Vicki Cook	Second GradeTeacher	Math
Classroom Teacher	Winona White	Third Grade Teacher	Math
Non-Classroom Professional Staff	Anna Perez	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	Literacy
Non-Classroom Professional Staff	Layla Hartness	Classroom Aide	ELL
Non-Classroom Professional Staff	Linda Hallmark	Migrant Aide	ELL
Non-Classroom Professional Staff	Marguerite Robinson	Classroom Aide	Wellness
Non-Classroom Professional Staff	Marilyn Porterfield	Computer Aide	Wellness
Non-Classroom Professional Staff	Paula Alavarez	Classroom Aide	Math
Non-Classroom Professional Staff	Pilar Nunley	ELL Aide	ELL
Non-Classroom Professional Staff	Sarah Turner	Counselor	Literacy
Non-Classroom Professional Staff	Tyra Hughes	Counselor	Special Education
Parent	Jessie Pearl Jackson	Parent	Math
Parent	Jodi King	Parent	Literacy
Parent	Matt Smith	Parent	Wellness
Parent	Raymond Alvarez	Parent	ELL
Principal	Shirley Wright	Principal	Literacy
Principal	Terry Young	Assistant Principal	Math

School Plan

[Print Version](#)

NASHVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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. .

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 Aminstration will provide professional development and structure programs to enhance student achievement.

Priority 1: Students will continue to improve in Literacy.

Supporting
Data:

1. View Priority 1. Needs Assessment: In 2013, the overall status for Literacy is "Needs Improvement".
2. 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. Data Literacy Priority: Literacy. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty 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 2013-2014 school year, Nashville is now classified as an "needs improvement" school.
3. In the 2012 school year, new ESEA Flexibility Report 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. .

Benchmark To meet AMO on the ACTAAP exam.

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>All teachers will maintain a phone log of parent contacts. Reminds 101 was implemented to contact Parents by cell phone of School and teachers information. In addition, documentation for two-way communication between parents will also be kept. Parents 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	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<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 and Parents will be given the document "A road map to common core".</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Keaster	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Two parent/teacher conference nights will be included in the district calendar for the 2013-2014 school year.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Vicki Beene	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Latito Williams	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Above the State requirement of 60 hours, Title I funds will be used by Teachers and</p>	Latito Williams	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Administrative 	<p>Title I - Purchased \$6500.00</p>

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		End: 06/30/2014	<ul style="list-style-type: none"> Staff District Staff Teachers Teaching Aids 	Services: ACTION BUDGET: \$6500
Teaching supplies will be given to the teachers to create a learning environment that is conducive to the learning goals. Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	Title I - Purchased \$11000.00 Services: ACTION BUDGET: \$11000
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. Action Type: Program Evaluation	Ms. Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	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. Action Type: Parental Engagement Action Type: Program Evaluation	Latito Williams	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$17500

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. Ashley Riggs, 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 Action Type: Title I Schoolwide	Gail Milum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants School Library Teachers Teaching Aids 	ACTION BUDGET: \$
An ELL Aide, Marianela Jamison, 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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) - \$15919.00 Employee Salaries: ELL (State-276) - \$5246.00 Employee Benefits: ACTION BUDGET: \$21165
An English language Acquisition/ESL Teacher, Gail Milum, will maintain a Corrective Reading	Gail Milum	Start: 07/01/2013	<ul style="list-style-type: none"> Outside 	Title III -

Comprehension program and will be used with all students identified as English Language Learners. .5 FTE for this Teacher will be employed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education		End: 06/30/2014	Consultants • Teachers • Teaching Aids	Employee \$23450.00 Salaries: Title III - Employee \$6192.00 Benefits: ACTION BUDGET: \$29642
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. Action Type: Program Evaluation	Gail Milum	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$50807

Intervention: Academic Improvement Plans will be designed to offer appropriate individualized remediation.

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
Evaluating Students that attend our after-school tutoring program, Some of the students show some 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. Action Type: Technology Inclusion	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
An academic improvement plan will be implemented to address the academic needs of all students not meeting the AMO scores on the benchmark examination. Parents should be involved in the implementation of personalized strategies and techniques developed to increase academic performance. Action Type: Parental Engagement	Vicki Beene	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Data from the 2013 Benchmark will be posted on the elementary shared server. Teachers will evaluate strenghts and weakneses of students from their previous test data. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Results of the target tests will be dissiminated to all	Joy Freel	Start:		

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		07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
ALE Teachers will develop modules that coordinate with common core state standards.	Ben Wallis	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> Teachers 	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. Released items from the ADE will be used as part of the instructional materials. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Janet Copeland	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All writing assignments in the language arts classrooms will be aligned to the Common Core StateStandards 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
In evaluating Test Scores,writing has improved in writing across the curriculum.Six grade scores are lower than the fourth and fifth but gains have been made.The sixth grade teachers are researching writing strategies to better improve their scores.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Class size reduction				
Scientific Based Research: Ross, S.M., Smith L.J., & Casey, J.P. (1999, June). "Bridging the Gap": The effects of the success for all programs on elementary school reading achievement as a function of study of ethnicity and ability level. School Effectiveness and School Improvement, 10(2), 129-150.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used for 3.0 FTE teachers in grades 4,5, & 6, one teacher at each grade level. 6 teachers at grades 4 & 5 and 5 teachers at grade 6 are required to meet state standards. The 7th teacher at grades 4 & 5 and the 6th teacher at grade 6 will be paid for with NSLA funds. The teachers are J. Howard-4th,(55934.00) K. Vines-5th,(62650.00) B. Reeder-6th.(64815.00) Action Type: Equity	Joe Kell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - \$35599.00 Employee Benefits: NSLA (State-281) - \$147800.00 Employee Salaries: ACTION BUDGET: \$183399
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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

strategies, therefor bettering our test scores.

Total Budget: \$183399

Intervention: Drug Prevention/Character Education

Scientific Based Research: Stein, Rita, et al. (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 revelant 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: 07/01/2013 End: 06/30/2014	<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.A Bullying program covered by the Attorney General will be used by the counselor and will be incorporated along with age appropriate activities. Teachers will receive instruction for Red Ribbon Week and Fire Safety week. Action Type: Collaboration Action Type: Professional Development	Vanessa Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	Title VI State - Purchased Services: \$1000.00 ACTION BUDGET: \$1000
A Drug Awareness Program will be presented to k throughg 12 students in the fall.This will address drug preventitive actions concerning drug prevention to our students.The Guidance Office will also hand out materials to address Drug Awareness.	Ms. Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title VI State - Purchased Services: \$500.00 ACTION BUDGET: \$500
Evaluating Drug prevention and character education along with test taking srtategies help our students. Test scores have improved on the benchmark because of this intervention.	V.Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget: \$1500

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Vicki Beene, will be employed by the district at FTE 0.5 to oversee the Literacy program in the elementary school.The coach will assist, supervise,and monitor the implementation of CCSC in all classrooms.She will disaggregate data from the benchmark exams and target test and will assist the teachers in using data to drive instruction.She will schedule and /or teach professional development. She will provide benchmark released items through live binders to be used during the afternoon reading times.Assist Principal in Literacy needs for building.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	Title I - Employee \$27534.00 Salaries: Title I - Employee \$6861.00 Benefits: ACTION BUDGET: \$34395

Action Type: Alignment				
Action Type: Collaboration				
Action Type: Equity				
Action Type: Parental Engagement				
Action Type: Professional Development				
Action Type: Program Evaluation				

Total Budget:	\$34395
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Intervention: Summer School and After School Tutoring

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
<p>Title One funds will be used to provide Summer School to students. 6 teachers will be hired to provide Summer School instruction at \$30 per hour. The Teachers hired will be determine at a later date. Summer school will be four hours a day for two weeks. Instruction will concentrate on Math and Literacy skills, and credit recovery (grade 7-11). Student will be identified for Summer School by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments School Library Teachers Teaching Aids 	<p>Title I - Employee \$10000.00 Salaries:</p> <p>Title I - Employee \$2000.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$12000</p>
<p>Title one funds will be used to provide After School Tutoring (AST) with an emphasis on improving Math and Literacy skills of students and homework help. 6 teachers will be hired to provide AST at \$30 per hour. Teachers are to be determine and hired at a later date. AST will meet two days a week for one hour and will start October 1st, 2013 and run through April 4th, 2014. We will offer AST to all students in the building. Student will be identified for AST by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students.</p> <p>Action Type: Title I Schoolwide Action Type: Title I Target Assistance</p>	Latito Williams	Start: 06/30/2013 End: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	<p>Title I - Employee \$15000.00 Salaries:</p> <p>Title I - Employee \$4000.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$19000</p>

Total Budget:	\$31000
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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
<p>Title I funds will be used for the purpose of purchasing technology equipment and software. NES will purchase 6 Lap tops costing 4020.00 and speakers costing 480.00.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<p>Title I - Purchased \$4500.00 Services:</p> <hr/> <p>ACTION BUDGET: \$4500</p>
<p>All students will participate in Accelerated Reading. This is a evaluation program and Grades are taken each quarter on book reviews that identified with each students' reading</p>	Laura Pope	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>

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. Action Type: Program Evaluation				
Every teacher will receive access to a technology program called Brain-Pop. This will allow teachers to research curriculum that will reinforce their subject for student achievement.	Latito Williams	Start: 06/30/2013 End: 07/01/2014		ACTION BUDGET: \$
Students will receive additional reinforcement and remediation instruction in the computer labs using My Reading Coach, Study Island, Renaissance and Eccelederated MATH Learning Suite. The two intervention teachers, Bernice Jamison (59973.00) and Gaye Graham (57735.00), will be employed to oversee the two computer labs. 2.0 FTE Teacher will be employed Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Latito Williams	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> Central Office 	Title I - Employee \$93800.00 Salaries: Title I - Employee \$23908.00 Benefits: ACTION BUDGET: \$117708
Total Budget:				\$122208

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 TESS train 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: 07/01/2013 End: 06/30/2014	<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. One or both building administrators will attend. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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

Every student will be enrolled in a reading class. Students will be evaluated through the use of Star Reading Analysis. Students will receive reading instruction according to individual reading levels. Students will read according to their individual reading level. 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	Vicki Been	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
The literacy Coach will keep star scores and ACTAAP scores in a binder and will track each child's progress throughout the year.	Vicki Been	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

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 hired through Vista 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: 07/01/2013 End: 06/30/2014	<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: \$
Total Budget:				\$0

Priority 2: Special Education

Supporting Data: 1. SUPPORTING DATA: SUPPORTING DATA: In the 2012-13 school year, 31.28% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. During this ten year period, we have seen a general decline in the percentage of special education students who are black. The Nashville School District has reduced the number of special education students who are black by 10.18% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 8.22%. 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 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 2013-14 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>"Reading Plus" software will be used in the computer lab and after school tutoring to continue to build reading skills of students. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance.</p> <p>Action Type: Collaboration Action Type: Equity</p>	LaDonna Curtis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<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 My Reading Coach/My Virtual 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: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	LaDonna Curtis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>"My Reading Coach/My Virtual Reading Coach" software will continue to be employed to provide individualized instruction to targeted struggling readers. This software addresses the 5 basic reading components. This scientifically, research-based software has been proven successful in improving reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of 4th-6th grade students to participate in this program. The "My Reading Coach" software includes assessments to monitor student progress.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	B. Jamison	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
Title I funds will be used to employ 1.0 FTE	Latito	Start:		Title I -

Paraprofessional (Lovelis). This para will work with certified teachers to provide more one on one instruction. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Williams	07/01/2013 End: 06/30/2013	• Teachers	Employee \$16145.00 Salaries: Title I - Employee \$5294.00 Benefits: ACTION BUDGET: \$21439
Total Budget:				\$21439

Priority 3: Students will continue to improve in mathematics.

- Supporting Data:
- View Priority Priority 1: Mathematics 1. Needs Assessment: In 2013, the overall status for math is "Needs Improvement". . 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. 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, ESEA Accountability 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 mathematics Teachers and the school curriculum will be aligned to the frameworks for any possible gaps. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Joy Freel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Highly qualified special education teacher will coordinate instruction for special needs students with CCSS in mathematics. Test data from the benchmark examination will be used to structure strategies and techniques that are aligned to individual AIP documnets and learning needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Beverly Tedford	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Target Assessment Test will be given to all students in mathematics. The company that developes the Target Test is PCG.(Public Consulting Group.) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Joy Freel	Start: 07/01/2013 End: 06/30/2014	<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.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Accelerated Math will be implemented in the computer lab. Each student will have an individualized plan so that remediation, reinforcement, or advancement can be achieved. Action Type: Technology Inclusion	Gaye Graham	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> Teachers 	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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<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 which 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	Becky Reeder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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	Vicki Beene	Start: 07/01/2013 End: 06/30/2014	<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 AIP documents will be aligned to the CCSS for mathematics and instruction includes a writing component. Action Type: Alignment	Tina Baker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement				
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. Action Type: Collaboration	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase parental involvement				
Scientific Based Research: School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent/School contracts will be collaboratively written to address the needs of all students not meeting the standard on the Benchmark Examination. Open 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. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Vanessa Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Parents will be invited to share in the Thanksgiving, Christmas, and Easter meals in the cafeteria. Action Type: Parental Engagement	Vanessa Keaster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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
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	Gail Milum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

teacher will teach language arts and reading to all qualified ELL students. AIP will be addressed in the classroom and individualized needs will be targeted by the teacher. Action Type: Collaboration Action Type: Equity			• Teaching Aids	
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.	Latito Williams	Start: 07/01/2013 End: 06/30/2014		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
Evaluating the IMPS program , fourth graders have significantly increased their test scores. Action Type: Collaboration Action Type: Program Evaluation	Latito Williams	Start: 07/01/2013 End: 06/30/2014	• Teachers	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
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: 07/01/2013 End: 06/30/2014	• Community Leaders • District Staff	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 address the needs of the students . Computers are available in the classrooms and in the computer labs. Also, students will take the Star Math Diagnostic Assessment. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Gaye Graham	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: \$
All classrooms are equipped with smartboards and	Gayland	Start:		

document readers for instructional strategies. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Hopper	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	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. . There will also be monthly department meetings for evaluation of curriculum alignment between the grades. Action Type: Collaboration	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Through grade level and department level meetings vertical and horizontal 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	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 (HQT) 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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	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 will be evaluated and reviewed for student progress. Students not meeting their AMO or Growth will receive remediation after school or during summer school or during the regular school day. Action Type: Program Evaluation	Vicki Beene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	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: 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Parents will receive research BMI data on child nutrition each year. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Latito Williams	Start: 07/01/2013 End: 06/30/2014		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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

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

Goal Insure that all ELL/LEP students at Nashville Elementary School meet 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	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<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. Ashley Riggs, 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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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	Latito Williams	Start: 07/01/2013 End: 06/30/2014		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.	Latito Williams	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

Goal NES Amirisrtation 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.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	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. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Principals will attend the annual Arkansas Educational Administrators Association meetings for legal and best practices strategies for student achievement.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

Principals work closely with teachers to monitor data on student performance. Action Type: Collaboration	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Principals and teachers will use an electronic assessment tool to monthly determine interventions and remediation. Action Type: Technology Inclusion	Vicki Beene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Evaluating Leadership, Test Scores have improved. We have identified one area of the TAGG group that needs improvement. Strategies to address that targetive group will be implemented. Nashville Elementary is now an "N.I" school, Even though our scores are in the upper eighties to low nineties.	Latito Williams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Mr. Gary Dan Futrell	Business 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	Cassie Kirby	Member	Math
Classroom Teacher	Gail Milum	Member	Literacy
Classroom Teacher	Gaye Graham	Member	Literacy
Classroom Teacher	Jamie Hughes	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	Kristi Cox	Member	Literacy
Classroom Teacher	Kristi Vines	member	Literacy
Classroom Teacher	LaDonna Curtis	Member	Special Education
Classroom Teacher	Leah Hainen	Member	Literacy
Classroom Teacher	Marcia Aylett	Member	Mathematics
Classroom Teacher	Michael Eudy	Art Teacher	Wellness
Classroom Teacher	Morgan Howard	Member	Wellness
Classroom Teacher	Sarah Smith	Chairperson	Literacy
Classroom Teacher	Tabitha Jones	Member	Literacy
Classroom Teacher	Tina Baker	Member	Math
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	Laura Pope	Member	Literacy
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	Tina Conzel	Member	Wellness
Non-Classroom Professional Staff	Vanessa Keaster	Member	Steering
Non-Classroom Professional Staff	Vickie Beene	Literacy Coach	Steering
Parent	Ms. Bowman	Parent	Steering
Principal	Latito Williams	Steering	Head chairperson
Principal	Rick Rebsamen	Chairperson	Steering

School Plan

[Print Version](#)

NASHVILLE JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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

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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 2013, the overall status for math is "Needs Improvement".
- We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 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. 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 so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

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

Benchmark By the end of the 2013-2014 school year, All Students will meet the AMO of 76.97% & TAGG Students will 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
<p>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. Money that is used to purchase services will be for Professional Development that is above the required state 60 hours and will be directly related to student improvement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Tackett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>PD (State-223) - \$7500.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$7500</p>
<p>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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Tollett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Tackett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers School Library Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Tackett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Tackett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Program evaluation: Based on teacher evaluations, CWTs, and previous test scores, this intervention has been fully implemented.</p> <p>Action Type: Alignment</p>	Tackett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Computers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration			<ul style="list-style-type: none"> • Teachers • Teaching Aids 	
Action Type: Professional Development				
Action Type: Program Evaluation				
Total Budget:				\$7500
Intervention: NJHS will offer students educational opportunities and programs that aid instruction in Math and Literacy.				
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
<p>NSLA funds will be used to provide After School Tutoring (AST) with an emphasis on improving Math and Literacy skills of students and homework help. 2 teachers (T.Alexander and P.Tollett) will be hired to provide AST at \$30 per hour. AST will meet two days a week for one hour and will start October 1 and run through the month of March. We will offer AST to all students in the building. Student will be identified for AST by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Marshall	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$1353.00 Employee Benefits: NSLA (State-281) - \$6250.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$7603</p>
<p>NSLA funds will be used to provide Summer School to students. Two teachers (A.Riggs and B.Galliher) will be hired to provide Summer School instruction at \$30 per hour. Summer school will be four hours a day for two weeks. Instruction will concentrate on Math and Literacy skills, and credit recovery (grade 7-11). Student will be identified for Summer School by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students.</p> <p>Action Type: Alignment Action Type: Equity</p>	Williamson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$623.50 Employee Benefits: NSLA (State-281) - \$3000.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$3623.5</p>
Total Budget:				\$11226.5

Priority 2: Special Education

Supporting Data:

1. In the 2012-13 school year, 31.28% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. During this ten year period, we have seen a general decline in the percentage of special education students who are black. The Nashville School District has reduced the number of special education students who are black by 10.18% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 8.22%. 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 2013-14 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 My Reading Coach/My Virtual 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Program evaluation: All interventions have been fully implemented. We will continue to review test data, CWTs, and regular classwork to find areas for continued growth.</p> <p>Action Type: Program Evaluation Action Type: Special Education</p>	McJunkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>"Reading Plus" software will be used in the computer lab and after school tutoring to continue to build reading skills of students. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance.</p> <p>Action Type: Program Evaluation Action Type: Special Education</p>	McJunkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Literacy

Supporting Data:

1. Needs Assessment: In 2013, the overall status for literacy is "Achieving". All of our sub-populations met AMO and growth in literacy except Students with Disabilities.
2. We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 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. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level and departmental teams, and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction.

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

Benchmark By the end of the 2013-2014 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will develop and administer reading and writing items specific to their subject content. These items will be in a format similar to those found on the Benchmark Literacy tests. Teachers will 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. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Tackett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Nashville Junior High School will include parents within the curriculum committee. Parents will also be encouraged to volunteer within the classroom and other NJHS activities. Parent involvement evenings will be scheduled to keep parents informed of what is being asked of their students at school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tackett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Teachers will attend staff development activities that focus on literacy skills and increasing student achievement and will be provided research-based information on successful literacy teaching techniques that can be used in all curriculum areas Money that is used to purchase services will be for Professional Development that is above the required state 60 hours and will be directly related to student improvement. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Beene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Purchased Services: \$7500.00 ACTION BUDGET: \$7500
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	Tackett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

driving force behind all alignment activities. Action Type: Alignment Action Type: Professional Development			<ul style="list-style-type: none"> • Teachers 	
Program evaluation: Based on teacher evaluations, CWTs, and previous test scores, this intervention has been fully implemented. Teachers will continue to work with students on completing open response items in an effort to improve reading comprehension and writing skills. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Tackett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Professional Development funds will be used for .25 FTE Literacy Coach(Vicki Beene). She will be employed by the district to oversee the Literacy program at Nashville Junior High. She will assist, supervise, and monitor the implementation of CCSC in all classrooms. She will disaggregate data from the benchmark exams and target test and will assist the teachers in using data to drive instruction. She will schedule and /or teach professional development. Action Type: Equity	Vicki Beene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	PD (State-223) - \$3430.50 Employee Benefits: PD (State-223) - \$13767.00 Employee Salaries: <hr/> ACTION BUDGET: \$17197.5
Total Budget:				\$24697.5

Intervention: NJHS will offer students educational opportunities and programs that aid instruction in Math and Literacy.

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
NSLA funds will be used to provide After School Tutoring (AST) with an emphasis on improving Math and Literacy skills of students and homework help. 2 teachers (T.Alexander and P.Tollett) will be hired to provide AST at \$30 per hour. AST will meet two days a week for one hour and will start October 1 and run through the month of March. We will offer AST to all students in the building. Student will be identified for AST by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - \$1353.00 Employee Benefits: NSLA (State-281) - \$6250.00 Employee Salaries: <hr/> ACTION BUDGET: \$7603
NSLA funds will be used to provide Summer School to students. Two teachers (A.Riggs and B.Gallier) will be hired to provide Summer School instruction at \$30 per hour. Summer school will be four hours a day for two weeks. Instruction will concentrate on Math and Literacy skills, and credit recovery (grade 7-11). Student will be identified for Summer School by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: Alignment Action Type: Equity	Williamson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	NSLA (State-281) - \$623.50 Employee Benefits: NSLA (State-281) - \$3000.00 Employee Salaries: <hr/> ACTION BUDGET: \$3623.5

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

Benchmark Healthier BMI results will be evident by June 30, 2014. There will be an improvement in the 2013-2014 BMI results indicating healthier lifestyles are being practiced. The BMI results for the 12-13 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 Action Type: Wellness	Deb Tackett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Nashville Junior High School will offer 150 minutes of physical activity time per week. Action Type: Equity Action Type: Wellness	Baker	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Nashville Junior High School will continue to utilize the school nurse 1.0 FTE Mary Gammil 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$11464.00 Employee Benefits: NSLA (State-281) - \$45100.00 Employee Salaries:

				ACTION BUDGET: \$56564
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	Title VI State - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
NJHS will continue to provide materials that are directly targeted at providing drug and alcohol prevention. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2013 End: 06/30/2014	<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: Program Evaluation Action Type: Wellness	Wallis	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school counselor will continue to purchase academic awards for high achieving students. Action Type: Wellness	Wallis	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$

Priority 5: Leadership

Supporting Data: 1. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 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.

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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 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	John Ponder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

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			<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments 	
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Professional development that addresses the Teacher Excellence and Support System (Teacher Evaluation) will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Professional Development	John Ponder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Program evaluation: Our leadership plan has been fully implemented, but is always subject to improvement. We met AMO in 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Alternative Learning Environment will maintain sufficient staff to run its programs. It will have as its goal to increase attendance of at-risk students and to successfully transition students back into the student general population. Parent conferences will be required 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. Alternative Learning funds will be used for 1.0 FTE for certified classroom teacher(D. Marshall) and 1.0 FTE for a paraprofessional (W. French). NSLA funds will be used for .25 FTE certified classroom teacher (Conant 16411.00)and .25 FTE certified classroom teacher (Purnell 17985.00). Action Type: Parental Engagement	Williamson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	NSLA (State-281) - \$6861.00 Employee Benefits: NSLA (State-281) - \$27535.00 Employee Salaries: ALE (State-275) - \$12023.00 Employee Benefits: ALE (State-275) - \$58130.00 Employee Salaries: ACTION BUDGET: \$104549
Total Budget:				\$104549

Priority 6: Title III/ELL

1. ACTAAP results: 8th grade literacy - (1) Advanced (4) Proficient, and (1) Basic; 7th grade literacy - (5)Advanced(8) Proficient
2. ELDA results: 8th grade composite levels - (4) 4's, (1) 5, and (1) 3; 7th grade composite levels - (9) 4's, (5) 3's, and (1) 2
3. Needs Assessment: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012

Supporting Data:

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

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
English Language Learner funds will be used for 1.0 FTE ESL paraprofessional(C. Perez 22065.50). Crystal will be utilized to insure adequate communication and to assist LEP students who need translation of academic materials. She will also play a major part in building positive relationships between the school and the English Language Learner community. Action Type: Equity	Perez	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ELL (State-276) - \$5246.00 Employee Benefits: ELL (State-276) - \$15919.00 Employee Salaries: <hr/> ACTION BUDGET: \$21165
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	Riggs	Start: 07/01/2013 End: 06/30/2014	<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. Ashley Riggs, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. Action Type: Equity Action Type: Professional Development	Riggs	Start: 07/01/2013 End: 06/30/2014	<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	Ashley Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
English Language Learner funds will be used for	Ashley	Start:		Title VI

<p>.3 FTE ESL Teacher(Ashley Riggs). Title VI State funds will be used to purchase materials & supplies for the ESL Coordinator. Ashley will work closely with paraprofessional and all LEP students to ensure mastery of the English language, as well as assist classroom teachers in the best strategies for ESL student success. Action Type: Equity</p>	Riggs	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<table border="0"> <tr> <td>State - Materials & Supplies:</td> <td>\$713.08</td> </tr> <tr> <td>ELL (State-276) - Employee Benefits:</td> <td>\$4157.00</td> </tr> <tr> <td>ELL (State-276) - Employee Salaries:</td> <td>\$13886.00</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$18756.08</td> </tr> </table>	State - Materials & Supplies:	\$713.08	ELL (State-276) - Employee Benefits:	\$4157.00	ELL (State-276) - Employee Salaries:	\$13886.00	ACTION BUDGET:	\$18756.08
State - Materials & Supplies:	\$713.08											
ELL (State-276) - Employee Benefits:	\$4157.00											
ELL (State-276) - Employee Salaries:	\$13886.00											
ACTION BUDGET:	\$18756.08											
Total Budget:				\$39921.08								

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Worthen	Coach	Wellness
Classroom Teacher	Ace Howard	English	Literacy
Classroom Teacher	Angie Barfield	Special Education	Special Education
Classroom Teacher	Brenda Galliher	Science	Math
Classroom Teacher	Buster Bonner	Physical Education	Wellness
Classroom Teacher	Carol Hendrix	Science	Math
Classroom Teacher	Christie Hanney	Special Education	Special Education
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	Holli Boyett	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	Krissy Thomason	Science/Math	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	Regina Ray	Library	Literacy
Classroom Teacher	Rick Baker	Physical Education	Wellness
Classroom Teacher	Ron Alexander	Physical Education	Wellness
Classroom Teacher	Sandra Stanley	Special Education	Special Education
Classroom Teacher	Stacy Purnell	Social Studies	Literacy
Classroom Teacher	Sydney Howard	English	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
Community Representative	Amelia Moorer	Hospital Foundation	Literacy
District-Level Professional	Ashley Riggs	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	Natasha Scoggins	Parent	Math
Principal	Deb Tackett	Principal	Steering
Principal	Jason Williamson	Assistant Principal	Steering

School Plan

[Print Version](#)

NASHVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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: 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: NHS will work towards improving students mathematics skills and making them college and career ready.

Supporting Data: 1. Needs Assessment: In 2013, We did not test or teach Geometry at NHS.
2. We met as a 9-12 math departmental team to develop Units based on the CCSS. Examples of the Units are available in each mathematics classroom.

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: Considerations for Developing Test Specifications for Common Core Assessments. Pearson Textbook Series, Common Core State Standards-available online at: www.corestandards.org , Straight Up Conversation: Common Core Guru Jason Zimba By: Frederick Hess Feb. 2013-available online at: http://educationnext.org , Establishing An Evidence-Based Validity Argument for Performance Assessment. Pearson Sept. 2013				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each mathematics teacher develops Units that are aligned to the Common Core Standards. Action Type: Alignment	Allyson Tollett/Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>Math teachers attend in-service activities that focus on developing units to implement the Common Core. Through our collaboration with local universities and educational cooperatives, math teachers are sent to any appropriate training offered by these institutes.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Allyson Tollett/Tate Gordon	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
<p>Each teacher researches and uses Benchmark and EOC released items and PARCC sample items. Teachers will use released items or items of their own development to administer to their students. Math teachers are expected to use as many CCSS formatted formative assessments as necessary to get their students prepared for the CCSS tests. .</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Allyson Tollett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
<p>NHS will hold one seminar in the Fall to inform the parents of senior students about financial aid for college. Newsletters and informational letters are disseminated throughout the year.</p> <p>Action Type: Parental Engagement</p>	Kelli Webb	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
<p>Amy Bearden is the parent coordinator at NHS. We have 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.</p> <p>Action Type: Parental Engagement</p>	Kelli Webb/Amy Bearden	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • School Library 	ACTION BUDGET: \$
<p>Nashville High School sponsors two parent/teacher conferences and one open house each year.</p> <p>Action Type: Parental Engagement</p>	Tate Gordon	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
<p>NHS will submit a notice to the local newspapers honoring parents who attended parent-teacher conferences.</p> <p>Action Type: Parental Engagement</p>	Amy Bearden	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
<p>The mathematics coach will meet with the math department each month to assure that the common core standards are being implemented and that all teachers teaching the same courses use the same units.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Allyson Tollett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>NHS requires supplemental services for students who do not score proficient or advanced on the Algebra I (given at junior high) exam. Students are given an assessment, developed by the Math Coach, to determine if they have reached proficiency. Remediation is taught by a certified mathematics teacher through a pull out program during the school day.</p> <p>Action Type: Program Evaluation</p>	Allyson Tollett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Student Academic Improvement Plans (AIP) are completed for each student who is not proficient on the Algebra I test. These AIP's are completed by the Math Coach, administrators, teachers and parents. The math coach works to make sure that all AIP's are used in the student's remediation 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.</p>	Allyson Tollett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Parental Engagement				
Through the University of Arkansas—Cossatot Campus, we offer 32 concurrent college hours at NHS. Action Type: Collaboration	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The 9-12 math facilitator will attend inservices provided by the Arkansas Department of Education throughout the year concerning EOC Geometry, EOC Algebra 1 and Common Core Standards. Action Type: Professional Development	Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
The 9-12 math facilitator will give the student summary report to the students who scored proficient or advanced on the EOC Algebra I 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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
NHS will employ a math coach for one period a day during each semester.(.10 FTE) The math coach will work with 4-12 math teachers.The math coach will work on curriculum alignment, desegregating data from target test and EOC exams, and providing remediation to students with AIP's. Action Type: Collaboration Action Type: Program Evaluation	Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) - \$1234.00 Employee Benefits: NSLA (State-281) - \$5700.00 Employee Salaries: ACTION BUDGET: \$6934
The NHS math department will use several forms of assessments to evaluate actions. These include Pre-tests and Post-tests,EOC exams,performance assessments, and department meetings. Action Type: Program Evaluation	Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Each math teacher works on curriculum mapping, CCSS Units 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 implementing the CCSS. Action Type: Alignment Action Type: Collaboration	Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$6934

Intervention: NHS offers 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
NSLA funds will be used to provide Before School Tutoring (BST) with an emphasis on improving math skills of students and homework help. Two teachers will be hired to provide (BST) at \$30.00 per hour.	Tate Gordon and Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$2706.00 Employee

(BST) will meet two days a week for one hour and will start September 16th and run through May 9th. We will offer (BST) to all students in the building. Students will be identified for (BST) by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: AIP/IRI Action Type: Equity				Benefits: NSLA (State-281) - \$12500.00 Employee Salaries: ACTION BUDGET: \$15206
NHS will offer the ACT test free of charge to all current 11th graders. Action Type: Equity	Kelli Webb	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - \$5100.00 Purchased Services: ACTION BUDGET: \$5100
The NHS math department will use remediation results, APEX, and ACT test results to assess the effectiveness of the remediation program. Action Type: Program Evaluation	Allyson Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$20306

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: NHS will work to improve our students Literacy Skills and help them become college and career ready.

- Supporting Data:
- Needs Assessment: In 2013, the overall status for Literacy was "Needs Improvement." Our overall combined score improved from 56.94 in 2012 to 64.0 in 2013. Our lowest scoring tested areas were in Reading, multiple-choice questions and Vocabulary and in Writing, content & style.
 - The 9-12 Literacy Leadership Team met to begin developing Modules based on the CCSS. Examples of these Modules are available in each literacy classroom.
 -

Goal 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: getting to the Core of Literacy for history/social studies, science and technical subjects grades 6-12 By: Vicky Giouroukakis & Mauren Connolly, Reading & Writing Across the Curriculum. National Council of teachers of english March 2011-Available online at: www.ncte.org , Literacy Across the High School Curriculum. The Principals Partnership-Available online at: http://www.principalpartnership.com , Common Core State Standards English Language Arts & Literacy in Social studies/History Science & Technical Subjects-Available online at: www.corestandards.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each English teacher develops Modules that are aligned to the common core standards. All History, Science, and Technical subjects will use their CCSS for reading and writing in their classrooms. Action Type: Alignment	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Content teachers will develop lessons that correlate to Common Core State Standards. Action Type: Alignment Action Type: Program Evaluation	Vickie Beene and Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
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 Action Type: Program Evaluation	Vickie Beene and Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
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 and Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<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	Kelli Webb and Amy Bearden	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
NHS uses Target Testing from the Public Consulting Group. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
NHS has implemented Stop and Read time for all students in classes daily. All students will be required to select reading material of their choice and read silently during the last 5 minutes of all four blocks daily. This is to focus on improving reading skills. 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
NHS will employ a literacy coach who will work toward improving student achievement. The literacy Coach will work with 9-12 literacy teachers on (Target testing, curriculum alignment, CCSS, and data desegregation.) .25 FTE Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	PD (State-223) - \$3431.00 Employee Benefits: PD (State-223) - \$13767.00 Employee Salaries: ACTION BUDGET: \$17198
NHS will employ a certified teacher (Paul Ernest) to teach our Literacy Lab class that 11th grade students whom do not score above 75% on their end of year 10th grade post-test	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - \$8970.00

will be required to take.(1.0 FTE) This class is for supplemental instruction outside of the regular language arts classroom. This class will focus on improving literacy skills. (reading, writing, spelling etc.) Action Type: Program Evaluation				Employee Benefits: NSLA (State-281) - \$36362.00 Employee Salaries: <hr/> ACTION BUDGET: \$45332
Title IIA funds will be used to hire 1.5 FTE teachers at the (10th, 11th, & 12th grade level) to improve the quality of instruction. One for a math teacher (B Tallman 1.0 FTE (\$63,030.00) and one for a literacy teacher (H. Couch .05 FTE \$32,812.00). NHS has less then 150 kids at each grade level and based on state standards 3 math and 3 literacy teachers are needed. These teachers are the 4th math and 4th literacy teachers. Action Type: Collaboration Action Type: Equity	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	• Teachers	Title II-A - \$76500.00 Employee Salaries: Title II-A - \$19342.39 Employee Benefits: <hr/> ACTION BUDGET: \$95842.39
Total Budget:				\$158372.39

Intervention: NHS will offer an 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: 07/01/2013 End: 06/30/2014	• Computers • Teachers	<hr/> ACTION BUDGET: \$
Student AIP's are completed by the literacy coach, administrators, teachers and parents 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. These students will take a pre-target test and a post-target test during the semester they take senior english to assess their remediation while taking senior english. 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: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
NSLA funds will be used to provide Summer School to students. Two teachers will be hired to provide Summer School instruction at \$30.00 per hour. Summer School will be five hours a day for four weeks, (two weeks in June and two weeks in July). Instructions will concentrate on math and literacy skills and credit recovery (grades 7-11). Students will be identified for Summer School by teacher recommendation and formative and summative test scores with an emphasis placed on identified low income students. Action Type: Program Evaluation	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	NSLA (State-281) - \$2100.00 Employee Benefits: NSLA (State-281) - \$10000.00 Employee Salaries: <hr/> ACTION BUDGET: \$12100
Total Budget:				\$12100

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

Scientific Based Research: Research Link/http://apcentral.collegeboard.com/colleges/research/0,3060,154-181-0-2014,00.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All NHS English teachers have attended the AP English training. Action Type: Professional Development	Vickie Beene	Start: 07/01/2013 End: 06/30/2014	<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 Kelli Webb	Start: 07/01/2013 End: 06/30/2014	<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 Kelli Webb	Start: 07/01/2013 End: 06/30/2014	<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	Kristy Cox, Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<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. 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: 07/01/2013 End: 06/30/2014		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: Wellness	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● District Staff ● Teachers ● Teaching Aids ● Title Teachers 	<hr/> 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	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● District Staff ● Teachers ● Title Teachers 	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● District Staff ● Teachers ● Title Teachers 	<hr/> ACTION BUDGET: \$
Prohibit food and beverages as rewards for academic, classroom, or sports performance. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<hr/> ACTION BUDGET: \$
Provide a nutritional breakfast and lunch to all student in grades 10-12. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● District Staff 	<hr/> ACTION BUDGET: \$
Restrict students access to vending machines in the school environment. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Title Teachers 	<hr/> ACTION BUDGET: \$
NHS will continue to present a drug awarness program for red ribbon week. Action Type: Equity	Kelli Webb	Start: 07/01/2013 End: 06/30/2014		Title VI State - Materials \$500.00 & Supplies: <hr/> ACTION BUDGET: \$500
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. Action Type: Collaboration Action Type: Equity	Kelli Webb	Start: 07/01/2013 End: 06/30/2014		Title VI State - Materials \$1000.00 & Supplies: <hr/>

	ACTION BUDGET: \$1000
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Total Budget:	\$1500
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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 Administrators Institute at DeGray. Action Type: Professional Development	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
NHS Administrators will attend the AAEA conference in Little Rock. Action Type: Professional Development	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
NHS administrators will hold monthly faculty meetings. Action Type: Collaboration Action Type: Program Evaluation	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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. This Professional Development will be hours above the already required 60 from the state and will be directed toward student improvement. Action Type: Professional Development	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	PD (State-223) - \$15750.00 Purchased Services: PD (State-223) - Materials & Supplies: \$250.00 ACTION BUDGET: \$16000
The Nashville school district will purchase technology to enhance learning and teacher instruction. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Tate Gordon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$16000

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	Timeline	Resources	Source of

	Responsible			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. Action Type: Program Evaluation	Kim Newton, & Vickie Beene	Start: 07/01/2013 End: 06/30/2014	• Teachers	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	April Porter	Member	Mathematics
Classroom Teacher	Beverly Tallman	Member	Mathematics
Classroom Teacher	Brian Bearden	Member	Mathematics
Classroom Teacher	Damon Williams		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	John Robert Schirmer	Member	Literacy
Classroom Teacher	Judy Jones	Member	Literacy
Classroom Teacher	Julie Wakley	Member	Literacy
Classroom Teacher	Kameron Allen		Literacy
Classroom Teacher	Kenisha Davis	Member	Mathematics
Classroom Teacher	Kim Newton	Member	Mathematics
Classroom Teacher	Lisa Wesson	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	Leslie Cole	Member	Mathematics
Community Representative	Mandi Ferguson	Member	Literacy
Non-Classroom Professional Staff	Cleo Chesshir	Member	Mathematics
Non-Classroom Professional Staff	Kelli Webb	Member/Steering	Mathematics
Non-Classroom Professional Staff	Kim Slayton	Member	Steering
Non-Classroom Professional Staff	Teresa Chandler	Member/Steering	Literacy
Principal	Tate Gordon	Chairperson	Steering