



SLOAN-HENDRIX SCHOOL DIST.
#1 Greyhound Circle, Imboden Arkansas

Arkansas Comprehensive School Improvement Plan

2013-2014

Building on the proud history of the Sloan-Hendrix School District, the mission of the administration, faculty, and staff is to provide each student with a diverse education. Our safe, supportive environment promotes self-discipline, motivation, and excellence in learning. We strive to have our parents, teachers, and community members actively involved in our students' learning. Our goal is for students to become confident, independent, and self-sufficient adults who will succeed and contribute responsibly as citizens.

Grade Span: Title I: Title I Schoolwide School Improvement:

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Priority 1: Administrative Support

Goal: Based on staff needs assessment survey targeting student achievement and professional development, our goal is to improve classroom instruction to allow for continued successful academic achievement for all students.

Priority 2: Wellness

Goal: The Sloan-Hendrix School District will address those areas of student health, nutrition and physical activity that are identified as needing improvement, and promote healthy BMI measurements.

Priority 1:	To provide administrative support for improved student academic growth and achievement.
Supporting Data:	<ol style="list-style-type: none"> 1. The Sloan-Hendrix School District is a "needs improvement district" as established in the 2013 ESEA ACCOUNTABILITY REPORT. Needs Improvement District – Mathematics Needs Improvement District – Graduation Rate Status Achieving District – Literacy Attendance Rate: 95.79% All Students Graduation Rate 2012 AMO 90.99 All Students Graduation Rate: 83.93 Not Met TAGG Graduation Target of 2012 AMO – 87.18 TAGG Students Graduation Rate: 82.05 – Not Met 2. Needs Assessment - District Summary <ol style="list-style-type: none"> 1. What do you see as the most pressing curriculum need for 2013-2014? 68% indicated English/Language Arts/ Reading. 2. Did the changes made in the reading program during 2012-13 help students? 81% indicated yes. 3. Are cross curriculum activities the key to common core success? 92% indicated yes or maybe. 4. What curricular area is professional development most needed to improve the knowledge and skills for successful implementation of the common core curriculum? 37% indicated reading. 5. Which of the following is the second greatest need for professional development? -- 57% indicated curriculum integration planning. 6. Did the professional development offered on site at Sloan-Hendrix increase your effectiveness as a teacher? 96% answer yes. 7. Do you feel prepared to implement the common core curriculum? 30% said yes. 8. Is there a need to increase the classroom libraries? 85% said yes. 9. Does outside activities, such as real world field trips,

- increase student learning? 100% responded yes. 10. Are you willing to attend training and demonstrate how you are able to use new technology in your classroom? 93% indicated yes. 11. How important are technology tools, such as GradeBook and SchoolReach to student success and parent involvement? 97% said extremely important. 12. How would you rate the importance of technology in you classroom? 100% said extremely or very important. 13. Do you have the right technology in your room for common core? 26% said yes. 14. Is there a need for different types of new technology? 78% indicated yes.
3. Attendance Data and Graduation Rate are contained in the individual school plans.
 4. Other relevant "supporting data" is contained in the individual school plans.
 5. S-H Elementary School- Test results indicate a drop in literacy scores for all students in the yearly performance indicator. Mathematics shows a significant drop in scores for all students in the yearly performance indicators. The common core curriculum was exclusively taught in both areas for the 2011-2012 school year.
 6. S-H Middle School- Test results indicate the all students performance indicator and the TAGG group gap is closing. Percentage between the two groups is getting smaller. While both areas showed significant decreases, the common core curriculum was taught in both areas for the 2011-2012 school year.
 7. S-H High School- Test results indicate the gap between all students' performance and the TAGG group gap is closing. Percentage between the two groups is getting smaller. For the first time in our school history, student 's scored as well or better on open response questions than those of multiple choice in reading. In mathematics will began teaching the common core and the test scores dropped significantly in all areas.
 8. S-H District Test results indicate modest gains in yearly performance in literacy. Mathematics indicates a drop in all areas.

Goal Based on staff needs assessment survey targeting student achievement and professional development, our goal is to improve classroom instruction to allow for continued successful academic achievement for all students.

Benchmark It is the intention of the Sloan-Hendrix School District to meet AYP and Annual Expected Performance Levels as determined by NCLB in Literacy and Math for all grade levels assessed through Benchmark Exams and courses assessed by End-of-Course Exams. Reducing the number of students who are below Proficient and establishing "Growth" for all students is the intended result of instruction.

Intervention: Administrative Support				
Scientific Based Research: Larry Lezotte, Kathleen Snyder McKee, "What Effective Schools Do: A Fresh Look at Correlates," September, 2010. Robert Marzano, Timothy Waters, and Brian A. McNulty, "School Leadership That Works: Fom Research to Results," 2005. Douglas B. Reeves, "The Learning Leader: How to Focus School Improvement for Better Results," 2006. Douglas Reeves, "Transforming Professional Development into Student Results," 2010. Sally Zepeda, "Professional Development that Works," 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TRANSITION: The Sloan-Hendrix School District will coordinate and support efforts to transition from early childhood programs to kindergarten/elementary school. Collaboration with ABC Pre-school program and Hippy will encourage a seamless parent/student transition for at-risk children. The ease of a student's emotional and academic transition to	Ligie Waddell, Elem Prin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • None • Teachers 	ACTION BUDGET:

<p>kindergarten is vital to student success. Annual kindergarten registration is advised extensively in the district. Parents and students are instructed on how to best help adjust to life at school.</p> <p>Action Type: Collaboration</p>				
<p>District add Building level Leadership Teams will continue to periodically review ACSIP plans, achievement data, and curriculum.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	Mitch Walton	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION: Sloan-Hendrix School District is one of 28 pilot public schools working with APSRC "Achieving By Changing" initiative. This project is designed to provide lead teachers with curricular tools to use in each district that will assist with implementation of Common Core State Standards. This is a three year program that will provide information for lesson planning, instructional strategies, and assessment knowledge.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Mitch Walton, Supt	<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 	<hr/> <p>ACTION BUDGET:</p>
<p>Provide funds for homeless students, amount based on last year's figures.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Mike Baker	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>Employ a Title One coordinator, Mike Baker (.50 FTE). Funds are budgeted for purchase of materials and supplies to use at the discretion of the Title One coordinator.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Mitch Walton, Supt	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>Title I - Materials & Supplies:</p> <p>Title I - Employee Salaries:</p> <p>Title I - Employee Benefits:</p> <hr/> <p>ACTION BUDGET:</p>

<p>EQUITY: The safety and security of all students is of the utmost importance. The district will install a surveillance system campus wide. To continue our pursuit of safety and security the district will begin to install security cameras systems on the school buses. Action Type: Equity</p>	<p>Mitch Walton, Randy Gholson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>Title VI State - Materials & Supplies: Title VI Federal - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>PEER REVIEW PROCESS: The Sloan-Hendrix School District will participate in ACSIP peer review process on an annual basis prior to submission. Agendas and sign-in sheets will be used for documentation. ACSIP committees will form the basis of peer review process. Action Type: Collaboration</p>	<p>Mitch Walton, Mike Baker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>Provide salary and benefits and supplies for one .5FTE (Ann Sutton)Title One assistant. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Mike Baker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits:</p> <hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Professional development opportunities will be appropriately afforded to all administration, faculty, and support staff in accordance with federal and state requirements. Coordination with the Northeast Arkansas Education Cooperative and outside consultants will result in all staff meeting state requirement of attaining (60) hours of professional development. Substitutes will be hired as necessary while teachers are away from teaching responsibilities. Professional development will be planned to meet classroom instructional needs, technology, parent involvement requirements, and other areas related to student achievement. Books, materials, and supplies related to training will be purchased. Title I funding will</p>	<p>Mitch Walton, Supt.</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>

<p>only be used for professional development above the 60 hours required under Arkansas statute. Substitute pay is \$81 per day for non-certified subs and \$101.26 per day for certified subs. Evaluation of the impact of professional development on student achievement will be measured through results of criterion-reference testing; norm-referenced testing; target testing; and perceptual data gathered through faculty surveys. The Information from all sources will be evaluated to determine effectiveness and planning for future professional development activities. Documentation may include sign-in sheets, certificates, agendas, or other documents specific to the activity that list who was trained, when they were trained, where they were trained, and what kind and/or how much training was received. State Professional Development funds will be used in combination with the above references.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>				
Total Budget:				

Intervention: The District will provide for and support parent involvement activities.

Scientific Based Research: Ruby Payne, "Working with Parents: Building Relationships for Student Success," 2005. Ruby Payne, "A Framework for Understanding Poverty," 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will adhere to ACT 307 of 2007: 1) Information Packets will be distributed; 2) Provide Parent Involvement Meeting in the way of Open House, Parent-Teacher Conferences (two per year), Math Nights, High School Orientation Sessions (parents & students); 3) Volunteer Resource Book; 4) Resolution of</p>	<p>Mitch Walton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET:</p>

<p>Parent Concerns in student handbooks; 5) Seminars/Orientations for parents of high school students(involve course section, career planning, and postsecondary opportunities); 6) S-H Parents & Teachers for Education (PTE); 7) Parent Facilitator(certified staff member). Information and data are maintained at the individual school building. Action Type: Parental Engagement</p>				
<p>The District provides the SCHOOL REACH notification service to parents and students as a means of communicating various school events and announcing school closing. This system is a vital tool to keep parents connected to the events happening at their child's school. Feedback from parent and staff surveys indicates that SCHOOLREACH is a valuable tool to provide reminders and current information regarding school events that involve parents, students, and staff. 85% of respondents responded positively to this action Action Type: Parental Engagement</p>	<p>Mitch Walton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET:</p>
<p>The District conducts the "Annual Report to the Public" at the September regular school board meeting each year. Parents and patrons are invited to hear information regarding the district's accreditation, academic achievement, financial status, and plans for the future. Federal and state budgets are discussed. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Mitch Walton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET:</p>
<p>The District is required to maintain a "Closing the Achievement Gap" committee. This group is made up of the district leadership team.</p>	<p>Mitch Walton, Mike Baker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET:</p>

<p>teachers, and local community leaders who evaluate ways to improve the quality of instruction for all students. Attaining increased achievement levels for all students is the goal of this group.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>PARENTAL ENGAGEMENT: The Parent center Facilitator, Becky Foreman, will provide refreshments for all PTE MEETINGS AND Open House. The coordinator, Tammy Bradley (.5 FTE) will keep a book of volunteer services, parenting resources, that the parent may borrow, and assist parents in the publication of the elementary newspaper. Materials and supplies to be purchased include copy paper, construction paper, laminating film, etc.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits:</p> <hr/> <p>ACTION BUDGET:</p>
<p>The District will comply with ACT 397 of 2009 at the building levels and district: 1) School Level: a) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; b) engage in other activities determined by the school to help a parent assist in his or her child's learning. 2) District Level: a) no fewer than 2 hours of professional development opportunities for teachers is designed to enhance understanding of effective parental involvement strategies; b) No fewer than 3 hours of professional development opportunities for administrators designed to enhance the understanding of effective parental involvement strategies and the importance of effective administrative leadership in setting expectations and</p>	<p>Mitch Walton, Supt</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>

<p>creating a climate conducive to parental participation. 3) District Level: Each school district shall provide training at least annually for volunteers who assist in an instructional program for parents. Information and data is maintained at each individual school buildings. Action Type: Parental Engagement</p>				
<p>SCHOOL-PARENT COMPACT: Sloan-Hendrix School District will comply with federal requirements for parental involvement: 1)Title I Parent Compact SCHOOL-PARENT COMPACT Sloan-Hendrix Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014. School Responsibilities: Sloan-Hendrix Schools will: 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Adhere to Arkansas Standards for Accreditation, Curriculum Frameworks, and ACTAAP 2. Hold Parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Parent-Teacher Conferences are held at the end of the first five weeks of school and third quarter. 3. Provide parents with frequent reports on their children's progress. Progress</p>	<p>Mitch Walton, Supt</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET:</p>

<p>reports are sent home to parents during the 5th week of each quarter. Report cards are sent home to parents at the end of each quarter of the school.4. Provide parents reasonable access to staff. Parents may request a conference with a teacher through the principal's office. 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The Sloan-Hendrix Parent Center coordinates parent volunteer activities for elementary and high school. Parents who wish to observe classroom activities must coordinate this with the principals. Parent Responsibilities: We, as parents, will support our children's learning in the following ways: Monitoring attendance, Monitoring homework completion. Monitoring the amount of television children watch. Volunteering in my child's classroom. Participating, as appropriate, in decisions relating to my children's. Promoting positive use of my child's extracurricular time. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
Total Budget:				
Intervention: The District will provide for an Alternative Learning Environment for students in grades 8-12.				
Scientific Based Research: Darlene Leiding, "The Hows and Whys of Alternative Education: Schools Where Students Thrive," 2007. Brenda E. Conley, "Alternative Schools: A Reference Handbook (Contemporary Education Issues)," 2002.				
Actions	Person	Timeline	Resources	Source of Funds

	Responsible			
The Sloan-Hendrix School District will provide an Alternative Learning Environment for students in grades 8-12. Local guidelines approved by the Arkansas Department of Education will determine appropriate placement of qualifying students. Placement into the ALE will not be punitive, but will provide a means for at-risk students to work toward academic success. Credit recovery and individualized instruction will focus on students ultimately meeting graduation requirements. GED prep materials and software will allow students who will not graduate the opportunity to participate in the Adult Education Program at Black River Technical College. Action Type: Parental Engagement Action Type: Technology Inclusion	Clifford Rorex, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET:
When students return to the regular classroom setting, the high school counselor and/or principal monitor's student's academic progress to ensure they are being successful in this setting. Using the 2010-2011 school year as a baseline, the graduation rate of seniors attending ALE was 100%. Action Type: Program Evaluation	Clifford Rorex, HS Prin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET:
Total Budget:				

Intervention: The District will use National School Lunch Act (NSLA) funding to improve instruction and student achievement.

Scientific Based Research: Robert Marzano, Debra Pickering, Jane Pollock, "Classroom Strategies the Work," 2001. Jennifer York-Barr, William Sommers, Gail Ghere, Jo Montie, "Reflective Practice to Improve Schools: An Action Guide for Educators," 2001. American Association of School Administrators, "Using Data to Improve Schools: What's Working."

Actions	Person Responsible	Timeline	Resources	Source of Funds
After-School Tutoring program will be offered to students school wide who need individual instruction in math and/or literacy. Action Type: AIP/IRI	Ligie Waddell, Elem/MS Principal; Clifford Rorex, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET:
The Sloan-Hendrix School District in cooperation with the Northeast Arkansas Education	Stacey Wilson, Becky Foreman	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • District Staff 	NSLA (State-281) - Purchased

Cooperative provide "Target Testing" for students in preparation for taking the Benchmark and End-of-Course Exams. Testing is geared to a timeline to assess student progress and to determine academic strengths and weaknesses. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion		06/30/2014		Services: <hr/> ACTION BUDGET:
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Total Budget:

Intervention: The District will use Title I funding to improve instruction and student achievement.

Scientific Based Research: Making a Future for the Adolescent Through Literacy Family, School and Community, Maurine V Richardon, Mary Kathleen Sacks, Family Literacy: from Theory to Practice, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Sloan-Hendrix School District will use Accelerated Reader, Math Facts in a Flash, Star Reader and services. These software programs will be utilized by students in grades K-12. Students will use these supplemental programs in order to develop math skills. This will lead to increased student achievement on state assessments and in the classroom. These programs will also be used to monitor student achievement throughout the school year. Action Type: Technology Inclusion	Mitch Walton, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> ACTION BUDGET:
The Sloan-Hendrix School District will use Accelerated Reader, Math Facts in a Flash, Star Reader and services. These software programs will be utilized by students in grades k-12. Students will use these supplemental programs in order to develop math skills. This will lead to increased student achievement on state assessments and in the classroom. These programs will also be used to monitor student achievement throughout the school year. Action Type: Technology	Mitch Walton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	Title I - Purchased Services: <hr/> ACTION BUDGET:

Inclusion Action Type: Title I Schoolwide				
The district will purchase site license for Skills Tutor to be used in classrooms, learning labs, and remediation classes of students. The system will also be used to supplement after-school tutoring. Action Type: Technology Inclusion	Mike Baker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	Title I - Purchased Services: <hr/> ACTION BUDGET:
Purchase Equity Square software to help identify and monitor student's educational needs. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Shara Phares/Amanda Rorex	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET:
Total Budget:				

- Priority 2: Support will be provided to ensure students have the opportunity at school to practice appropriate behaviors in promoting a lifelong, healthy lifestyle.
1. 1.Sloan-Hendrix High School Body Mass Index (BMI) data presented indicates the percentage of students who may be at risk of being overweight. BMI Data SY 2007-08: Of the 83 students assessed in grades 8 and 10, the following represents the percent of students at risk for overweight or overweight: Males 39.1%, Females 37.8%. BMI Data SY 2006-07: Of the 254 students assessed, the following represents the percent of students at risk for overweight or overweight: High School: Males 48.4%, Females 48.3%. BMI Data SY 2005-06: Of the students assessed, the following represents the percent of students at risk or overweight and overweight: District: Males 49%, Females 36.2%; High School: Report Not Available. BMI Data SY 2004-05 of the 275 student population, 222 students were assessed. Of the students assessed, the following represents the percent of students at risk or overweight and overweight: High School: Males 50.9%, Females 36.9%.
 2. ARKANSAS CENTER FOR HEALTH IMPROVEMENT 5800 West 10th Street, Suite 410, Little Rock, AR 72204 Phone: (501) 660-7561 Fax: (501) 660-7577 Report Information Obesity is a major health problem that frequently begins in childhood and adolescence. In 2003, Arkansas became the first state in the country to mandate screening for body weight for all public school children. Sloan-Hendrix Elem. School is a public primary school located within the Sloan-Hendrix School Dist. in Lawrence County now serving students in grades K-04. On the day children were measured, 01/11/2006, BMI was assessed for 277 students. However, at that time the configuration of the Sloan-Hendrix Elementary was grades K-6. Sloan-Hendrix has since started a Middle School for grades 5-7.
 3. In 2005-2006 Body Mass Index data showed that 51.7% of male students were overweight or at risk of being overweight. That same year 37.7% of female students were overweight or at risk of being overweight. In 2006-2007 Body Mass Index data showed that 48.7% of male students were overweight or at risk of being overweight. That same year 40.6 % of female students were overweight or at risk of being overweight. In 2007-2008 Body Mass Index data showed that 36.5% of male students were overweight or at risk of being overweight. That same year 44.2% of female students were overweight or at risk of being overweight. The three year average of all Sloan-Hendrix Elementary students that are overweight or at risk of being overweight is 43.2%
 4. The Sloan-Hendrix School Health Index Module 4 indicated the following weaknesses and/or suggestions: (1)The need for a pleasant and safe cafeteria.

Supporting
Data:

- (2)The need for students to play first then eat lunch. (3)The need for second options for breakfast and lunch. (4)The need for a pleasant and safe cafeteria. (5)The need for more variety in fresh fruits and vegetables. (6)The need for more preparedness in case of a food emergency. (7)The need for fund raisers and class parties to use less foods of non-nutritional value. (8)The need for more collaboration between cafeteria workers and classroom teachers.
- 5. Lawrence County Unemployment Rate: 2005-7.3%; 2006-6.9%; 2007-7.0%. Randolph County Unemployment Rate: 2005-7.7%; 2006-7.3%; 2007-9.5%
- 6. Lawrence County Poverty Rate as per 2000 census: 18.4% Randolph County Poverty Rate as per 2000 census: 15.3%

Goal The Sloan-Hendrix School District will address those areas of student health, nutrition and physical activity that are identified as needing improvement, and promote healthy BMI measurements.

Benchmark The average BMI measurement for tested students in the Sloan-Hendrix School District will show a decrease of 5% by the end of SY 2012-2013.

Intervention: The Sloan-Hendrix School District will provide the administrative support to show an overall improvement in the wellness of the student population.

Scientific Based Research: McDonnell, E., Probbart, C., Weirich, J.E. Hartman, T., & Bailey-Davis, L. (2006). School Competitive Food Policies: Journal of the American Dietetic Assoc. 106, 272-276. Ark. Dept of Education. (2002). Physical Ed. and Health Curriculum Framework.<http://arkedu.state.ar.us/curriculum/benchmarks.asp#Health>.) Nihiser, Allison J., Lee, Sarah M., Wechsler, Howell, McKenna, Mary, Odom, Erica, Reinold, Chris, Thompson, Diane, Grummer-Strawn, Larry (2007) Body Mass Index Measurement in Schools. Journal of School Health

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Sloan-Hendrix District Nutrition and Physical Activity Committee developed wellness policies that have been approved by the school board. The following five federally required wellness goals are included in the policy: 1. Nutrition education, physical activity and other school-based activities that are designed to promote student wellness. 2. Guidelines for reimbursable school meals which are no less restrictive than regulations and guidelines issued by the Secretary of Agriculture. 3. Nutrition guidelines for all foods on each school campus. 4. A plan for measuring implementation of the local wellness policy with the designation of one person charged with the responsibility for ensuring that each school fulfills the district's policy. 5. Community involvement including parents, students and representatives of the school food authority, the school</p>	<p>Mitch Walton, Mike Baker, Debbie Lillard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET:</p>

<p>food authority, the school board, school administrators, and the public in the development of the school wellness policy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>				
<p>The Sloan-Hendrix School District will provide support to the schools placing an emphasis on nutrition and physical activity</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Mitch Walton, Supt	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET:</p>
<p>The Sloan-Hendrix School District will ensure the School Health Index and BMI will be conducted annually to evaluate the school's progress in reducing students' BMI results</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Mr. Clifford Rorex, Mr. Ligie Waddell, Ms. Susan Malone	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET:</p>
<p>The Sloan-Hendrix school district will support schools in correlating the Ark. Physical Education Frameworks with the Arkansas Nutrition and Physical Education and Physical Activity Standards.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Mr. Clifford Rorex, Mr. Ligie Waddell, Ms. Susan Malone	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET:</p>
<p>The Sloan-Hendrix School District will ensure that food preparation in all schools will meet or exceed state regulations.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Ms. Deborah Lillard	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET:</p>
<p>The Sloan-Hendrix School District will publicize community information to promote student participation in community sporting activities and other recreational activities available in the community.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Mr. Clifford Rorex, Mr. Ligie Waddell, Ms. Susan Malone	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET:</p>
<p>The Sloan-Hendrix School District will make lunch</p>	Debrorah Lillard	Start: 07/01/2013		<hr/> <p>ACTION</p>

menus available to parents through schools, local newspapers and radio stations. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness		End: 06/30/2014		BUDGET:
Equity: The district will continue to employ a full time nurse (Susan Malone FTE 1.00). This is above the requirement under Arkansas State Law. Action Type: Equity	Mitch Walton	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries: <hr/> ACTION BUDGET:
Total Budget:				

• Planning Team

Classification	Name	Position	Committee
Business Representative	Gavin Murphy	Pharmacist	Title I
Classroom Teacher	Bobbi Duncan	2nd Grade Teacher	Title I
Classroom Teacher	Charles Ring	MS Science/Phys. Ed.	Wellness
Classroom Teacher	Jennifer Grisham	2nd Grade Teacher	Title I
Classroom Teacher	Melton Sloan	HS Math Teacher	Title I
Classroom Teacher	Ricky Grisham	Physical Education Teacher	Wellness
Classroom Teacher	Rita Thomison	Special Ed Teacher	Title I
Classroom Teacher	Shelia DeShazo	Music/Band Instructor	Title I
Classroom Teacher	Teresa James	HS Language Arts	Title I
Community Representative	James Ratliff	Fair Board Chair	Title I
Community Representative	Steve Huddleston	Board Member	Title I
Community Representative	Warren Williams	Banker	Title I
District-Level Professional	Mitch Walton	Superintendent	District Steering
Non-Classroom Professional Staff	Amanda Rorex	High School Counselor	Title I
Non-Classroom Professional Staff	Becky Foreman	Literacy Coach/Parent Center Coordinator	District Steering
Non-Classroom Professional Staff	Beth Gosha	Asst Bookkeeper	Title I
Non-Classroom Professional Staff	Deborah Lillard	Food Service Director	Wellness
Non-Classroom Professional Staff	Janna Powell	Elem/Middle School Librarian	Title I
Non-Classroom Professional Staff	Kathy Parker	High School Librarian	Title I
Non-Classroom Professional Staff	Mike Baker	Federal Programs Coordinator	District Steering
Non-Classroom Professional Staff	Shara Phares	Elementary/Middle School Counselor	Title I
Non-Classroom Professional Staff	Susan Malone	School Nurse	Wellness
Parent	April Smith	Pre-School Teacher	Title I
Parent	Michael Bradley	Minister	Title I
Parent	Shirley Patton	Retired Teacher	Title I
Principal	Clifford Rorex	High School Principal	District Steering
Principal	Ligie Waddell	Elementary Principal	District Steering