



## School Plan

**SLOAN-HENDRIX ELEM. SCHOOL**  
 #2 Greyhound Circle, Imboden, AR 72434

### Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of the Sloan-Hendrix School faculty and staff is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The goal is for the students to become independent and self-sufficient adults who will succeed and contribute responsibly as citizens.

Grade Span: K-4 Title I: Title I Schoolwide

School Improvement: MS

#### Table of Contents

**Priority 1: Improve Math Skills**

**Goal:** All Students will demonstrate an improvement in Math problem-solving and computation skills

**Priority 2: Improve Literacy Skills**

**Goal:** All students will demonstrate an improvement in reading comprehension. Efforts will be made to advance fluency and vocabulary to make the needed improvement in comprehension.

**Goal:** All students will demonstrate improvement in answering open-response questions in the area of Reading.

**Priority 3: Wellness**

**Goal:** All students will demonstrate an improved BMI score.

Priority 1:	To improve math skills at all grade levels.
Supporting Data:	<ol style="list-style-type: none"> <li>1. Mathematics Status Performance All Students 75.00 % 2013 AMO 89.58% TAG GROUP 69.64% 2013 AMO 86.37% Mathematics Status Growth All Students 27.78 % 2013 AMO 49.08% TAG GROUP 25.00% 2013 AMO 44.44% Mathematics Status PERFORMANCE THREE YEAR AVERAGE All Students 81.07 % 2013 AMO 89.58% TAG GROUP 77.25% 2013 AMO 86.37% Mathematics Status GROWTH THREE YEAR AVERAGE All Students 29.06 % 2013 AMO 49.08% TAG GROUP 28.00% 2013 AMO 44.44%</li> <li>2. The average daily attendance for the past 3 years (2008-2011) was 94.3. In 2011, the average daily attendance was 94.1%, which was 2.97% above the attendance goal of 91.13%.</li> <li>3.</li> </ol>
Goal	All Students will demonstrate an improvement in Math problem-solving and computation skills
Benchmark	75% of Sloan-Hendrix third and fourth grade students scored proficient or advanced on the 2013 Benchmark Exam, which was 14.58% below the 2013 AMO. Our goal is to increase the percentage of proficient or advanced students by 15.63%, which will meet the expected 2014 AMO. 69.64% of the students in the Targeted Achievement Gap Group were proficient or advanced on the 2013 Benchmark Exam. Our goal is to increase that number by 18.09%, which meets the expected 2014 AMO.

Intervention: Use an aligned, standards-based curriculum for math instruction provided by Highly Qualified Teachers to improve students' opportunities to learn and complete time on task activities by providing a minimum of 70 minutes daily of instructional time in math, with additional time provided for students who fall below the proficient level.

Scientific Based Research: Burns, M. (2007). Nine Ways to Catch Kids Up. Educational Leadership, 65, 16-21. Small, M. (2010). Beyond one right answer. Educational Leadership. 68 (1), 28-32. Graham, Perry. "Improving Teacher Effectiveness Through Structured Collaboration: A Case Study of a Professional Learning Community". National Middle School Association, RMLE Online, Volume 31, No. 1. 2007. Edmunds, Julie A. and Nita J. Matzen. "Technology as a Catalyst for Change: The Role of Professional Development." Journal of Research on Technology in Education, 39(4), 417-430. Summer 2007. Prensky, Mark. "Engage Me or Enrage Me: What Today's Learners Demand". EDUCAUSE Review, September/October 2005. Resendez, Miriam M.A. "Scott Foresman-Final Report", October 2006. Dr. Douglas Reeves, "Making Standards Work", 1997. Kulik, James A. Orchard Software Research-"Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say", May 2003. Mathematica Policy Research, Inc. "A National Study of Early Elementary Math Curricula," Sponsored by the U.S. Department of Education, Summer 2008. Thomas P. Carpenter, "Children's Mathematics: Cognitively Guided Instruction", 1999. Patty Kohler and Jacque Reese. "JEdI: A New Pathway to Success for our Forgotten Youth." and "JEdI: A Powerful Source in Arkansas Schools." July 2005. www.hmheducation.com/singaporemath

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>COLLABORATION &amp; EQUITY: A response-To-Intervention (RTI) Team will be formed to meet the instructional needs of all students, including those who are slow starters and those who continue to struggle in school. The team will meet quarterly to identify students who are not performing at the proficient level and will develop interventions for those students. The RTI team will consist of the literacy coach, math coach, reading teachers, and school counselor, classroom teachers, and school psychology specialist. In addition to classwork other assignments such as DIBELS DRA, STAR Reading, and Target Tests will be used to determine which students are in need of intervention. Each student's assessments and progress will be monitored and recorded in specific RTI binders. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
COLLABORATION & EQUITY: Kindergarten through second	Ligie Waddell	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION</p>

grade students will receive whole group enrichment lessons each week delivered by a certified teacher, Melanie Stephens. Lessons will be approximately 30 minutes in length. Action Type: Collaboration Action Type: Equity		End: 06/30/2014		BUDGET:
ALIGNMENT & COLLABORATION: Sloan-Hendrix will employ a math coach (Stacey Wilson .5 FTE), as well as provide instructional materials and supplies to help with curriculum alignment and integration of the common core state standards. Manipulatives will be used to help improve instruction in measurement and geometry, since these were our two lowest areas. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits: <hr/> ACTION BUDGET:
AIP/IRI: Provide open-response math by utilizing manipulative and supplemental text in daily math lessons and continue daily math time for 75 minutes. Action Type: AIP/IRI	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: Parent Involvement Meetings will be held to discuss what is expected of their children and what they can do to help. Teachers will have a list of expectations for the parents. Also, a Family Math Night will be held in the fall with presentations by community members demonstrating the use of math skills in their occupations. Action Type: Parental Engagement Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:
AIP/IRI: Teachers will use released items from the Augmented Benchmark Exam as informal formative assessments.	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:

<p>Action Type: AIP/IRI  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>AIP/IRI: Continue performance-based assessments in math at each grade level. These will be used to remediate those students who are performing at a level below proficient.  Action Type: Collaboration  Action Type: Title I Schoolwide</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>AIP/IRI, EQUITY &amp; PROGRAM EVALUATION: As soon as Augmented Benchmark tests results are made available, an improvement plan will be developed for any student that did not perform at the proficient or advanced level. This plan will be followed and the student's progress will be monitored throughout the year. Orchard and Skills Tutor software will be used in computer labs to remediate and enrich.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Program Evaluation  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Ligie Waddell,  Sue Dail</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>AIP/IRI &amp; EQUITY: Teachers will use a student centered learning practice to actively engage students in rich and relevant tasks that require heterogeneous cooperative learning groups to increase the number of students scoring in the advanced and proficient area of the ACTAAP math, in grades 3 thru 4.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Ligie Waddell,  Stacey Wilson</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>AIP/IRI: Increase the number Of oral and written open-response math</p>	<p>Ligie Waddell,  Stacey</p>	<p>Start: 07/01/2013  End:</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION</p>

<p>questions in weekly lessons. Open response questions have been a weakness on tests scores. Students will record their work in math journals and use student rubrics to assess and monitor their learning in an effort to increase achievement on test scores. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Wilson	06/30/2014		BUDGET:
<p>PROGRAM EVALUATION &amp; PRE-SCHOOL TRANSITION: The Qualls test will be administered to kindergarten students during the first month of school each year. This will be used as both a formative and summative assessment. Kindergarten teachers will meet with Pre-school staff to inform them of what is tested on the Qualls and in what areas our students are deficient. This will give the pre-school staff a guide to help better prepare students for kindergarten. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ligie Waddell, Shara Phares	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION &amp; EQUITY: ACSIP will be evaluated through formative evaluations, such as summative evaluations, such as benchmark assessments and end of course exams. Data disaggregation will play a large part in determining strengths and weaknesses of school improvement plan. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT: The Parent Center will have parenting books, magazines, etc., or will provide any parent with a list of materials in the media</p>	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• School Library</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

center. All Staff will direct parents to those locations for additional information and inform parents that they may borrow materials. Action Type: Parental Engagement Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
PARENTAL ENGAGEMENT: The Sloan-Hendrix Parent Center will be open every day during the regular school hours. The School-Parent compact is available for review at the Parent Center. Action Type: Parental Engagement Action Type: Title I Schoolwide	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: A notice will be placed in the local newspaper within thirty days of the last day of school thanking parents for their support and attendance at meetings and conferences. Action Type: Parental Engagement	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT: Curriculum maps will be used by all teachers to ensure that all curriculum is taught and mastered during the school year. Action Type: Alignment	Ligie Waddell, Stacey Wilson, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT: Kindergarten, first and second grade teachers will use Open Educational Resources aligned to the CCSS, CGI, and Singapore Math instructional materials Action Type: Alignment Action Type: Program Evaluation	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET:
Alignment: Teachers and staff have established curriculum guides for Math in grades K-4. These guides will be aligned with the Arkansas Frameworks as well as the Common Core standards. Students that do not perform at the proficient or advanced level as the	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET:

frameworks are taught will receive additional assistance from teachers and paraprofessionals. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide				
PARENTAL INVOLEMENT: The Parent Center will organize and make available a volunteer resource books. This book contains the data from the parent survey and community response list and is available to the staff. Action Type: Parental Engagement Action Type: Program Evaluation	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: There will two formal parent/teacher conferences per school year. The first at the end of the first five weeks of school and the second at the end of the third nine weeks. Report cards will not be given to the students unless the parents makes contact with the teacher either in person or by phone. Action Type: Parental Engagement	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: Provide funds to purchase supplies for needy students. Supplies will include backpacks, paper, pencils, and general school supplies. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: Parents have the right to ask for a teacher/parent conference at anytime. Upon request a conference will be scheduled. Action Type: Parental Engagement	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET:
SPECIAL EDUCATION: Special Education staff will follow all interventions stated in this plan based upon the individual IEPs.	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET:

Action Type: Special Education			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
<p>SPECIAL EDUCATION: Special Education students will follow all actions in this plan based upon individual IEP's. Special Education teachers will work closely with classroom teachers to help bring special Education students to a comparable level with all students.</p> <p>Action Type: Special Education</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION &amp; PARENTAL ENGAGEMENT: The alumni advisory committee will organize the Sloan-Hendrix Alumni banquet. This committee will serve as a liaison between the school and community.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Amanda Haynes	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>AIP/IRI: After school tutoring will be offered in grades kindergarten through 4th. Tutors will be paid at the hourly rate of 25. Students will be selected for the services as soon as test results are made available and selection will be based on greatest needs to improve academics and test performance.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET:</p>
<p>AIP/IRI: After school tutoring will be offered in grades kindergarten through 4th. Tutors will be paid at the hourly rate of 25. Students will be selected for the service as soon as tests results are made available and selection will be based on greatest needs to improve academics and test performance.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT: The parent center facilitator, Becky Foreman, will provide</p>	Ligie Waddell, Becky	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION</p>



<p>refreshments at open house and all PTE meetings. The coordinator will keep a book of volunteer services, parenting resources that the parents may borrow, and help assist parents in the publication of the elementary newspaper. Materials and supplies to be purchased include copy paper, ink, laminating film, etc.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Foreman	06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	BUDGET:
<p>PARENTAL ENGAGEMENT: The student handbook contains the process for parents to resolve their concerns.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>SPECIAL EDUCATION: The School Psychology Specialist will continue to be used to help identify students with special needs. This will help us to be more accurate in defining our sub-populations.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>EQUITY: Title I funding will provide an instructional assistant, unknown name, (FTE 1.0) and Tonya Bennett (FTE .875) for kindergarten, first, and second grades. This assistant will give more one-on-one instruction students at this level which should improve tests scores in our weaker areas. Materials and supplies to be purchased include paper, pencils, teaching supplements, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: Title I - Employee Salaries: Title I - Employee Benefits: NSLA (State-281) - Materials &amp; Supplies: NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries:</p>

				ACTION BUDGET:
TRANSITION: A meeting will be held each spring that will include kindergarten teachers, administrators, math and literacy specialists, and all pre-school personnel to help make the transition of students from pre-school to kindergarten as easy as possible. Action Type: Collaboration Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
TECHNOLOGY: Purchase two 30 station wireless mobile computer lab with a wireless printer and cart. Purchase an extra battery per computer for seamless use, to be used in after-school tutoring. Action Type: Equity Action Type: Technology Inclusion	Randy Gholson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: Title I - Capital Outlay:  ACTION BUDGET:
TECHNOLOGY: Technology is very important to the staff of Sloan-Hendrix. According to survey results, 100% of the teachers indicate that technology is an extremely important part of their instruction. Supply monies are needed to get this effort up and running.	Ligie Waddell , Randy Gholson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State- 281) - Materials & Supplies:  ACTION BUDGET:
PROGRAM EVALUATION & COLLABORATION: Co-Op Math Specialist, Jim McMullen, will be assisting with the disaggregation with target test data. The EA Educational Service Center Science Specialist will also be assisting. Action Type: Collaboration Action Type: Program Evaluation	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET:
SCHOOL PARENT COMPACT : Sloan-Hendrix Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Pat A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how he	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET:

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 environmentStandards for Accreditation, Curriculum Frameworks m and TAAP. 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 week of school and third quarter. 3. Provide parents with frequent reports on their children's progress. Progress reports are sent home to parent 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 the 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. The Sloan-Hendrix Parent Center coordinates parent volunteer activities for elementary and high school. Parents who wish to observe classroom activities for elementary and high school. Parents who wish to observe classroom

<p>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 amount of television children watch. Volunteering in my child's classroom. Participating, as appropriate, in decisions relating to my children's education. 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 wither received by my child or by mail and responding as appropriate. Serving, to the extent possible, on policy advisory groups.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT &amp; COORDINATION OF FUNDS: Teachers will work together to select and then be trained in workshops that will be implemented in their classrooms: Common Core Standards training, SEDL conferences, Singapore Math, NCTM Instructional Alignment, and others not yet discovered. Expenses for professional development will be paid for by the coordination of federal, State, and local funds.  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
<p>PROGRAM EVALUATION: Student planners will be purchased with NSLA funds for students to develop organizational skills and to be able to document</p>	Shara Phares	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: <hr/> ACTION BUDGET:

<p>assignments. These will also increase parent-teacher communication.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: Sloan-Hendrix Elementary teachers a variety of formative assessments throughout the year to guide instruction. Examples include interactive math journals, Unit assessments, exit slips, and performance based tasks. Summative testing will be accomplished through common core unit, benchmark, and post assessments and the Arkansas Benchmark Exam.</p> <p>Action Type: Program Evaluation</p>	<p>Ligie Waddell, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION &amp; COLLABORATION Provide assistance in development of curriculum maps and units for implementation of the new common core standards. Teachers will make high level cueing and questioning techniques that require students to analyze information a priority. Grade level meetings will be held monthly to share best practices/instructional methods with one another.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Ligie Waddell, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS &amp; RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS: All teachers of math at Sloan-Hendrix Elementary is highly qualified to teach math. Every effort will be made to retain those teachers by offering salaries competitive with other schools in the area. If the need arises to make a new hire, only those</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

<p>applicants who are already highly qualified to teach math will be considered. Advertisements to find highly qualified teachers will Ligie Waddell, Principal Start 07/01/2013 End: 06/30/2014 District Staff Teachers be placed on teacher recruitment websites, such as the AAEA. Also, ads will be placed in all local, area, and statewide newspapers. In addition, all paraprofessionals have met all educational requirements. Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: Staff including classroom teachers, will research professional development opportunities in instructional and curriculum alignment by August 15th each year. Teachers will be involved in the decision making process involving the math curriculum. Teachers in grades k-2 attended CGI (Cognitive Guided Instruction) training and are implementing these strategies. Teachers in k-4 received Singapore Math professional development and will be using many elements of this training in the classroom as they implement the Common Core math standards. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: To Evaluate the Skills Tutor and Orchard remediation programs, a class report will be printed each nine weeks and maintained in the computer lab for ready access to necessary school personnel. Records will be kept accessible in the computer lab for determining student</p>	Ligie Waddell, Sue Dail, Amanda Stallings	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

<p>progress in the Skills Tutor and /or Orchard Programs. Classroom teachers will review computer printouts and classroom performance assessments to determine proficiently levels of students. Teachers will continue to re-evaluate AIPs and note progress of students. The 20012-2013 Skills Tutor data results indicate that students averaged 148 lessons and showed a 4% gain in math, 10% increase in language arts, 15% increase in reading, and 39% increase in science. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>PROGRAM EVALUATION: The Teachers and staff will review the Iowa Test of Basic Skills. Augmented Benchmark test, and from student portfolios annually to make decisions to update and revise the ACIP plan. Academic coaches will lead the effort to disaggregate all test scores so that all staff will see where the greatest needs are for academic improvement Action Type: Program Evaluation</p>	<p>Ligie Waddell, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers have and will continue to receive training in Singapore Math/Math in Focus. This approach to teaching math focuses on CPA (Concrete-Pictorial-Abstract) pedagogy with equal intensity for conceptual and procedural understanding. These key instructional strategies support reasoning and critical thinking. Action Type: Professional Development</p>	<p>Ligie Waddell, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Sloan-Hendrix Elementary teachers a variety of</p>	<p>Ligie Waddell, Stacey</p>	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

formative assessments throughout the year to guide instruction. Examples include interactive math journals, Unit assessments, exit slips, and performance based tasks. Summative testing will be accomplished through common core unit, benchmark, and post assessments and the Arkansas Benchmark Exam. Action Type: Program Evaluation	Wilson	06/30/2014		
COLLABORATION: The teachers and staff will review formative and unit assessments as presented and will make decisions Concerning the math program based on findings. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET:
PROGRAM EVALUATION: After reviewing the 2013 Benchmark scores in grades 3& 4, it was determined that there remains an overall weakness in open response questions. Teachers will increase instructional time practicing open response items, implementing the use of math journals in the classroom. Teachers will also focus on practical reading strategies across the curriculum. Action Type: Alignment Action Type: Program Evaluation	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
Total Budget:				

Priority 2: To improve skills in literacy at all grade levels.

Supporting Data:

- ELEMENTARY- NEEDS IMPROVEMENT Literacy Status Performance All Students 77.50 % 2013 AMO 90.63% TAG GROUP 71.43% 2013 AMO 86.37% Literacy Status Growth All Students 69.44 % 2013 AMO 90.06% TAG GROUP 79.17% 2013 AMO 89.58% Literacy Status Performance THREE YEAR AVERAGE All Students 83.13 % 2013 AMO 90.63% TAG GROUP 77.84% 2013 AMO 86.37% Literacy Status growth THREE YEAR AVERAGE All Students 78.63 % 2013 AMO 93.06% TAG GROUP 80.00% 2013 AMO 89.58% NEEDS IMPROVEMENT Mathematics Status Performance All Students 75.00 % 2013 AMO 89.58% TAG GROUP 69.64% 2013 AMO 86.37% Mathematics Status Growth All Students 27.78 % 2013 AMO 49.08% TAG GROUP 25.00% 2013 AMO 44.44% Mathematics Status PERFORMANCE THREE YEAR AVERAGE All Students 81.07 % 2013 AMO 89.58% TAG GROUP 77.25% 2013 AMO 86.37%



Mathematics Status GROWTH THREE YEAR AVERAGE All Students 29.06 %  
 2013 AMO 49.08% TAG GROUP 28.00% 2013 AMO 44.44%

- The average daily attendance for the past 3 years (2008-2011) was 94.3. In 2011, the average daily attendance was 94.1%, which was 2.97% above the attendance goal of 91.13%.

Goal	All students will demonstrate an improvement in reading comprehension. Efforts will be made to advance fluency and vocabulary to make the needed improvement in comprehension.
Benchmark	77.5% of Sloan-Hendrix third and fourth grade students score proficient or advanced in Literacy on the 2013 Benchmark Exam. The expected AMO for this school was 90.63%. Our goal is to increase the number of students scoring proficient or advanced by 14.06%, which will meet the expected 2014 AMO. 71.43% of the students in the Targeted Achievement Gap Group were proficient or advanced on the 2013 Benchmark Exam. Our goal is to increase that number by 16.3%, which meets the expected 2014 AMO.
Benchmark	77.4% of Sloan-Hendrix first and second grade students scored at the 50% percentile or higher on the 2013 ITBS. Our goal is to increase that number by 13.63%, which will meet AYP.

Intervention: Implement Early Literacy in Arkansas (ELLA) strategies for grades K-2 when applying Common Core suggested curriculum maps in the classroom and Effective Literacy (ELF) strategies for grades 2-4 in classroom instruction.

Scientific Based Research: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Appendix A, Appendix B, Appendix C Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2 by David Coleman and Susan Pimentel, 2011 Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel, 2011. Schmoker, Mike (2011). Focus: Elevating the Essentials to Radically Improve Student Learning. ASCD. Alexandria, VA. Conley, David T., 2011. Building on the Common Core. Educational Leadership: Vol 68, No 6, pp. 16-20. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. Apprenticeship in Literacy by Dorn et al, 2001. Bringing Words to Life by Beck et al, 2002. I've DIBEL'd, Now What Next Edition, 2011. Leveled Books K-8, Matching Texts to Readers for Effective Teaching by Fountas and Pinnell, 2005. Nonfiction Reading Power: Teaching Students How to Think While They Read All Kinds of Information by Gear, 2008. Reading Power: Teaching Students to Think While They Read by Gear, 2006. Reading Writing Connections in the K-2 Classroom Find the Clarity Then Blur the Lines by Mermelstein, 2005. The Fluent Reader by Rasinski, 2010. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E by Bear, Invernizzi, Johnston, and Templeton, 2011. Strategies That Work, 2nd edition by Harvey and Goudvis, 2007. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 by Fountas and Pinnell, 2006. Teaching for Deep Comprehension by Dorn and Soffos, 2005. Teaching Reading Sourcebook, 2nd Edition by Honig, Diamond, and Gutlohn, 2008. Harvey, S. and Daniels, H. "Comprehension and Collaboration, Inquiry Circles in Action", 2009. Harvey, S. and Goudvis, A. "Strategies That Work", 2007. Rasinski, T. "The Fluent Reader", 2010. Commoncore.org Commoncorestandards.org National Reading Panel. "Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction-Reports of the Subgroups", 2000. Dorn, Linda J. "Teaching for Deep Comprehension", 2005. Marzano, Pickering, and Pollock, "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement," 2001. Block, Cathy, and Michael Pressley, eds. 2002. "Comprehension Instruction: Research Based Practices". New York: Guilford Press. Patty Kohler and Jacque Reese. "JEdI: A New Pathway to Success for our Forgotten Youth." and "JEdI: A Powerful Source in Arkansas Schools." July 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: Having a classroom library is important for students. Having sufficient trade books	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside</li> </ul>	NSLA (State-281) - Materials & Supplies: _____

<p>in the classroom will make reading across the curriculum close at hand. Each classroom will develop classroom libraries using suggested book list from the Common Core Curriculum Maps to assist in purchasing additional learning materials. Nineteen classrooms will be supplied with 1122 per classroom for books and bookcases.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I  Schoolwide</p>			<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET:</p>
<p>COLLABORATION: All ELLA teachers will meet to share and work out problems encountered in implementing ELLA strategies. The Teachers will use Lana Jean, Literacy Specialist with the NEA Educational Cooperative, to help in implementing ELLA.  Action Type: Title 1 School Wide  Action Type: Alignment  Action Type: Collaboration</p>	<p>Ligie Waddell  Principal,</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET:</p>
<p>COLLABORATION: An extra second grade teacher, Alaina Nichols, has been hired (to separate 2 classes into 3). The 2 sections meant state class size standards This should create better opportunities for literacy success by reducing the student teacher ratio from, 1 to 19 to 1 to 14.  Action Type: Collaboration</p>	<p>Ligie Waddell,  Becky Foreman</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee Salaries:  Title II-A - Employee Benefits:  NSLA (State-281) - Materials &amp; Supplies:  NSLA (State-281) - Employee Benefits:  NSLA (State-281) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION: Sloan-Hendrix Elementary School will work with Williams Baptist College, Lyon</p>	<p>Ligie Waddell,  Becky Foreman</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance</li> </ul>	<p>ACTION BUDGET:</p>

<p>College, Arkansas State University and other colleges or universities to allow college education majors to observe our classrooms to meet the requirements for various classes. Students will also be allowed to do their semester of Internship for their education degree.  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I  Schoolwide</p>			<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>PROGRAM EVALUATION, COLLABORATION, ALIGNMENT, &amp; AIP/IRI: All teachers and staff will review ITBS and Augmented Benchmark scores and student portfolios annually to revise and plan, for ACSIP plans and will be used to make plans for improving the performance of students who do not score proficient or advanced. This may be accomplished through small group instruction by teachers or the reading intervention teacher, Jonna Kincade, and paraprofessionals or inclusion in the after-school tutoring program.  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I  Schoolwide</p>	<p>Ligie Waddell, Principal  Becky Foreman, Literacy Coach</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The implementation of ELLA components will be monitored by the literacy specialist and building principal.  Action Type: Program Evaluation</p>	<p>Ligie Waddell, Principal,  Becky</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION, ALIGNMENT, &amp; AIP/IRI: Provide a reading teacher, Chris Murphy (Fte.14) to work with primary students. This teacher will work with classroom teachers to align the curriculum through the</p>	<p>Becky Foreman, Literacy Coach  Tammy Bradley</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies:  Title I - Employee Salaries:  Title I -</p>

<p>primary grades. She will concentrate on improving reading comprehension and fluency, two of our identified weaknesses. Computer stations will be available AIP/IRI instruction.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				<p>Employee Benefits:</p> <hr/> <p>ACTION  BUDGET:</p>
<p>COLLABORATION &amp; PARENTAL ENGAGEMENT: To supplement early childhood interventions with a grandparent, Grandparents United Against Reading Deficiencies (GUARD) is provided with leveled text and Pair-It books to use during interventions. DRA and DIBELS will be administered to determine student progress. The Parent Center will be managed by a certified staff member, Becky Foreman, and coordinated by Tammy Bradley.  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Ligie Waddell, Principal  Becky Foreman, Literacy Coach</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>ALIGNMENT: To expand the book room National Geographic nonfiction and science leveled readers have been purchased. Other books and materials may be purchased as funds allow, to follow common core suggested curriculum. Action Type: Alignment  Action Type: Alignment  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"> <li>• Community Leaders</li> <li>• School Library</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>ALIGNMENT: Teachers will recognize Constitution Day each year in September. Teachers will use a variety of books and activities to make students aware of the importance of Constitution Day.  Action Type: Alignment</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>

<p>ALIGNMENT: Small group guided reading instruction using materials that students can read at 90% accuracy shall be afforded to all students in k-4. A DRA leveled Book Room will be available for proper selection of books. The Book Room will contain a large variety of book genres along with Big Books for Shared Reading and Read Aloud text. Action Type: Alignment</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Public Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>ALIGNMENT: Shared Reading will be incorporated into each K-1 class. The teacher reads and the students actively contribute to the reading with the teacher's guidance. This will be done with a variety of materials-Big Books, poems, nursery rhymes, raps, songs, finger play, and interactive wall stories. Action Type: Alignment Action Type: Collaboration</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Public Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>ALIGNMENT, PROGRAM EVALUATION &amp; COLLABORATION: A literacy coach, Becky Foreman, (FTE .50) will continue to be provide to help align and integrate curriculum. She will work directly with teachers and staff to improve our recognized weaknesses of reading comprehension, practical reading, and open response answers. Materials and supplies to be purchased include Levelized Reading Books for our book room that will enhance our efforts to implement Comprehension Literacy concepts. Action Type: Alignment Action Type: Collaboration</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET:</p>
<p>ALIGNMENT/PARENTAL ENGAGEMENT: Elementary students will go on a variety of field trips, which include but not limited to, Pumpkin Hollow, Memphis Zoo, and China King Restaurant, as part of units of study</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Title Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: NSLA (State-281) - Materials &amp; Supplies:</p>

Action Type: Alignment Action Type: Collaboration				----- ACTION BUDGET:
ALIGNMENT: K-4 teachers will have read-alouds each day from a wide variety of genres. Schema and vocabulary development will be essential elements of the read-alouds. Tier 2 words will be added to the vocabulary word walls. Action Type: Collaboration Action Type: Parental Engagement	Becky Foreman, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	----- ACTION BUDGET:
PARENTAL ENGAGEMENT: Students in kindergarten through the fourth grade will have the opportunity to celebrate Grandparent's Day in their individual classrooms. The activities will vary depending on teacher decisions. This event will be held during the month of September in conjunction with the recognition of Grandparent's Day. Action Type: Alignment Action Type: Parental Engagement	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	----- ACTION BUDGET:
PARENTAL ENGAGEMENT: The Parent Center Coordinator and Facilitator will prepare Information Packets concerning parental involvement to be sent home with each child during the school year. Additional information is sent home with each child during the school year. Additional information is sent home to parents throughout the year in the form of monthly calendars, newsletters, etc. Action Type: Alignment Action Type: Parental Engagement	Becky Foreman, Tammy Bradley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	----- ACTION BUDGET:
PARENTAL ENGAGEMENT: Kindergarten teachers will host a Kindergarten Family Day. This event will provide families with strategies to use in assisting their child with reading homework. Action Type: Parental	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	----- ACTION BUDGET:

Engagement				
PARENTAL ENGAGEMENT: Students in kindergarten through the fourth grade will celebrate Literacy Day in March to recognize Dr. Seuss's birthday. Teachers will provide a variety of lessons and activities to focus on the importance of literacy. Action Type: Parental Engagement	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET:
PROGRAM EVALUATION: ELLA teachers will keep a portfolio for each student throughout the year which includes: DRA, running records, teacher observations, writing samples, teacher observation, and other assessments. Action Type: Program Evaluation	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
PROGRAM EVALUATION: The ELLA program will be evaluated through a comparison of student scores on the ITBS. Classroom observations will be done by both the principal and literacy coach to document implementation of the curriculum. In the 2013-2014, DRA levels increased by an average of 12. Action Type: Program Evaluation	Ligie Waddell, Principal, Becky Foreman, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET:
PROGRAM EVALUATION: As a formative assessment, K-2 students will be administered the DIBELS assessment and given a DRA to establish their reading levels. The students will be taught in small groups based upon their individual reading levels along with whole group instruction. Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell, Principal, Becky Foreman, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:
INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS & RECRUITING AND	Ligie Waddell	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> </ul>	<hr/> ACTION BUDGET:

<p>MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All literacy teachers at Sloan-Hendrix Elementary are highly qualified to teach literacy. Budgeted funds to raise salaries above the state required salary schedule and has been approved by ADE. Every effort will be made to retain those teachers by offering salaries competitive with other schools in the area. If the need arises to make a new hire, only those applicants who are already highly qualified to teach literacy will be considered. Advertisements to find highly qualified teachers will be placed in all local, area, and statewide newspapers. In addition, all paraprofessionals have met all educational requirements. Action Type: Alignment Action Type: Parental Engagement</p>		06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
<p>TRANSITION: Pre-school students will be taken to the public library or the school library to become familiar with the workings of the library. Students will also be taken to the kindergarten classrooms during the last month of school to visit with the teachers and see what their new rooms have to offer. Also, the school counselor will make periodic visits to pre-school classrooms to visit with students. Action Type: Title I Schoolwide</p>	Ligie Waddell, Shara Phares	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>EQUITY: To help meet the needs of our basic and below basic students a Reading Interventionist, Jonna Kincade (FTE 1.0) will continue to be provided. She will help with instructional strategies as well as work with small group and individual students. Materials and supplies to be purchased include paper,</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: Title I - Employee Salaries: Title I - Employee Benefits:</p> <hr/> <p>ACTION</p>



<p>pencils, level reading books, and manipulatives for early intervention of poor readers. Action Type: Alignment Action Type: Equity</p>				<p>BUDGET:</p>
<p>Professional Development: Teachers will receive professional development as per the state requirement. Beginning in the 2013-2014 school year all staff will receive professional development as a mandated reporter. Professional development activities are based on needs assessment derived from assessment data and teacher input. High quality professional development offerings are provided locally, through the Northeast Arkansas Educational Cooperative and Arkansas Department of Education. Principals, teachers, paraprofessionals, and other staff are involved in the planning and implementation of professional development. Professional development follow up activities and monitoring are ongoing throughout the school year and assessed each year to determine strengths and weaknesses of the overall school improvement plan, Teachers are required to receive Professional Development as a mandated reporter and TESS ( which they will receive the mandated 6 hours of technology). Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Ligie Waddell , Stacey Wilson, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>Professional Development: After analyzing the needs of the school, administrators and teachers concluded that</p>	<p>Ligie Waddell, Stacey Wilson,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>

<p>there was a need for all new K-1 teachers to be trained in ELLA. All K-1 teachers have been trained in ELLA and attended the 4 days of follow-up training. Teachers may attend refresher workshops during the current school year. Expenses for this and other professional development will be paid for by the coordination of federal, state and local funds.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Becky Foreman			
<p>PROGRAM EVALUATION: K-2 teachers will administer accuracy checks as prescribed in the ELLA staff development to determine progress. These accuracy checks will determine student reading levels. A Developmental Reading Assessment (DRA) will be administered in the beginning and end of each year to determine the DRA level of each student.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>EQUITY: Title I funding will provide an instruction assistant, Tammy Bradley, (FTE 0.5) for kindergarten, first, and second grades. This assistant will give more one-on-one instruction to students at this level which should improve tests scores in our weaker areas. Materials and supplies to be purchased include paper, pencils, teaching supplements, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: Title I - Employee Salaries: Title I - Employee Benefits:</p> <hr/> <p>ACTION BUDGET:</p>
<p>EQUITY &amp; SPECIAL EDUCATION: K-1 teachers will set up the classroom to facilitate a balanced literacy</p>	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

<p>approach for all students, including subpopulations. Special education students will follow all interventions stated in the plan based upon the individual IEPs. Action Type: Equity Action Type: Special Education Action Type: Equity Action Type: Special Education</p>			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Total Budget:				

Intervention: Implement ELF Literacy for Grades 2-4. Second grade will implement suggested common core curriculum map units in lesson plans.

Scientific Based Research: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Appendix A, Appendix B, Appendix C Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2 by David Coleman and Susan Pimentel, 2011 Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel, 2011. Schmoker, Mike (2011). Focus: Elevating the Essentials to Radically Improve Student Learning. ASCD. Alexandria, VA. Conley, David T., 2011. Building on the Common Core. Educational Leadership: Vol 68, No 6, pp. 16-20. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. Apprenticeship in Literacy by Dorn et al, 2001. Bringing Words to Life by Beck et al, 2002. I've DIBEL'd, Now What Next Edition, 2011. Leveled Books K-8, Matching Texts to Readers for Effective Teaching by Fountas and Pinnell, 2005. Nonfiction Reading Power: Teaching Students How to Think While They Read All Kinds of Information by Gear, 2008. Reading Power: Teaching Students to Think While They Read by Gear, 2006. Reading Writing Connections in the K-2 Classroom Find the Clarity Then Blur the Lines by Mermelstein, 2005. The Fluent Reader by Rasinski, 2010. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E by Bear, Invernizzi, Johnston, and Templeton, 2011. Strategies That Work, 2nd edition by Harvey and Goudvis, 2007. Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading, K-8 by Fountas and Pinnell, 2006. Teaching for Deep Comprehension by Dorn and Soffos, 2005. Teaching Reading Sourcebook, 2nd Edition by Honig, Diamond, and Gutlohn, 2008. Harvey, S. and Daniels, H. "Comprehension and Collaboration, Inquiry Circles in Action", 2009. Harvey, S. and Goudvis, A. "Strategies That Work", 2007. Rasinski, T. "The Fluent Reader", 2010. Commoncore.org Commoncorestandards.org National Reading Panel. "Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction-Reports of the Subgroups", 2000. Dorn, Linda J. "Teaching for Deep Comprehension", 2005. Marzano, Pickering, and Pollock, "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement," 2001. Block, Cathy, and Michael Pressley, eds. 2002. "Comprehension Instruction: Research Based Practices". New York: Guilford Press. Patty Kohler and Jacque Reese. "JEdI: A New Pathway to Success for our Forgotten Youth." and "JEdI: A Powerful Source in Arkansas Schools." July 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: Teachers will keep student portfolios throughout the year that will include writing samples and other assessments prescribed by Effective Literacy, Portfolios will be revised for progress. This is one manner of formative assessment that will be implemented. Action Type: Program</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<p>ACTION BUDGET:</p>

Evaluation				
<p>PROGRAM EVALUATION, AIP/IRI: All teachers will meet to review ITBS scores and Augmented Benchmark scores, and portfolios annually to revise and plan. Results will be used to make plans for improving the academic performance of students who do not score proficient or advanced. This may be accomplished by small group instruction by teachers, interventions, and paraprofessionals or by inclusion in the after-school tutoring program.  Action Type: AIP/IRI  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Ligie Waddell,  Becky Foreman</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>PROGRAM EVALUATION: Target Testing will be implemented as a device for formative testing in both Math and Literacy. The Augmented Benchmark Exam will be used for summative testing.  Action Type: Program Evaluation</p>	<p>Ligie Waddell,  Becky Foreman</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>PROGRAM EVALUATION, COLLABORATION, and PROFESSIONAL DEVELOPMENT: All teachers have been trained in grades 2-4 to be trained in ELF. The 2nd-4th grade teachers attended 3 days of initial training and 4 days of continued training during the school year. Expenses for all professional development were paid for by the coordination of federal, state, and local funds.  Action Type: Professional Development  Action Type: Program Evaluation</p>	<p>Ligie Waddell</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION  BUDGET:</p>
<p>PROGRAM EVALUATION: The Elf program will be evaluated through a</p>	<p>Ligie Waddell,  Becky Foreman</p>	<p>Start:  07/01/2013  End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION</p>

comparison of student scores on the ITBS. Classroom observations will be done by both the principal and the literacy coach to document implementation of the curriculum. In 2013-2014, DRA levels increased by an average of 12 levels. Action Type: Program Evaluation		06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	BUDGET:
ALIGNMENT: Third and fourth grade literacy teachers are teaching with literacy circles that were presented during ELF training. Action Type: Alignment	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
AIP/IRI: A reward system will be continued for all third and fourth grade students who demonstrate good effort and improvement on Benchmark testing. Action Type: AIP/IRI	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:
AIP/IRI: Teachers will introduce and implement the components of ELF that the specialist and teachers feel will accomplish goals and that will address needs identified through Target Testing. Action Type: Collaboration Action Type: Title I Schoolwide	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT: 6+1 Writing Traits program has been purchased and is being used as a resource in writing instruction along with Ralph Fletcher trade books and strategies. Action Type: Alignment	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT: K-4 teachers use the Four Square writing instruction. Action Type: Alignment	Becky Foreman	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
COLLABORATION: Teachers and staff will share ideas and problems encountered in Implementing Effective Literacy strategies. Action Type: Alignment	Becky Foreman., Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:

Action Type: Collaboration Action Type: Title I Schoolwide				
SPECIAL EDUCATION: Special Education staff will follow all interventions stated in this plan based upon the individual IEP's. Action Type: Equity Action Type: Special Education	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET:
Total Budget:				

Intervention: Continue using a Computer-Based Reading Program in grades 1-4.

Scientific Based Research: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Appendix A, Appendix B, Appendix C Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2 by David Coleman and Susan Pimentel, 2011 Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel, 2011. Schmoker, Mike (2011). Focus: Elevating the Essentials to Radically Improve Student Learning. ASCD. Alexandria, VA. Conley, David T., 2011. Building on the Common Core. Educational Leadership: Vol 68, No 6, pp. 16-20. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. Apprenticeship in Literacy by Dorn et al, 2001. Bringing Words to Life by Beck et al, 2002. I've DIBEL'd, Now What Next Edition, 2011. Leveled Books K-8, Matching Texts to Readers for Effective Teaching by Fountas and Pinnell, 2005. Nonfiction Reading Power: Teaching Students How to Think While They Read All Kinds of Information by Gear, 2008. Reading Power: Teaching Students to Think While They Read by Gear, 2006. Reading Writing Connections in the K-2 Classroom Find the Clarity Then Blur the Lines by Mermelstein, 2005. The Fluent Reader by Rasinski, 2010. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E by Bear, Invernizzi, Johnston, and Templeton, 2011. Strategies That Work, 2nd edition by Harvey and Goudvis, 2007. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 by Fountas and Pinnell, 2006. Teaching for Deep Comprehension by Dorn and Soffos, 2005. Teaching Reading Sourcebook, 2nd Edition by Honig, Diamond, and Gutlohn, 2008. Harvey, S. and Daniels, H. "Comprehension and Collaboration, Inquiry Circles in Action", 2009. Harvey, S. and Goudvis, A. "Strategies That Work", 2007. Rasinski, T. "The Fluent Reader", 2010. Commoncore.org Commoncorestandards.org National Reading Panel. "Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction-Reports of the Subgroups", 2000. Dorn, Linda J. "Teaching for Deep Comprehension", 2005. Marzano, Pickering, and Pollock, "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement," 2001. Block, Cathy, and Michael Pressley, eds. 2002. "Comprehension Instruction: Research Based Practices". New York: Guilford Press. Patty Kohler and Jacque Reese. "JEdI: A New Pathway to Success for our Forgotten Youth." and "JEdI: A Powerful Source in Arkansas Schools." July 2005. Gersten, R. Math Education and Achievement. Presentation to a United States Department of Education seminar on scientifically based research (February 6, 2002). Learning First Alliance. Every Child Mathematically Proficient: An Action Plan of the Learning First Alliance. (1998) RAND Mathematics Study Panel. Mathematical Proficiency for All Students: Toward a Strategic Research and Development Program in Mathematics Education, 2003. Scruggs, T. E., & Mastropieri, M. A. Teaching Test-taking Skills: Helping Students Show What They Know. Cambridge, MA: Brookline Books, 1995. Advantage Learning Systems; CAI, 1999, Stringfiels, 1994. Orchard Software Research--Kulik, James A. Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say, May 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT, TECHNOLOGY INCLUSION: The elementary staff will have training in computer	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET:

and software operations. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
PROGRAM EVALUATION: To evaluate the Skills Tutor and Orchard remediation programs, a class report will be printed and maintained in the computer lab for ready access to necessary school personnel. Records will be kept accessible in the computer lab for determining student progress in the Skills Tutor and/or Orchard Programs. Classroom teachers will review computer printouts and classroom performance assessments to determine proficiently levels of students. Teachers will continue to re-evaluate AIP's and note progress of students. The 2012-2013 Skills Tutor data results indicate that students averaged 148 lessons and showed a 4% gain in math, 10% increase in language arts, 15% increase in reading, and 39% increase in science. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion	Ligie Waddell, Becky Foreman, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION: Provide books and reference materials to enhance reading in the elementary library. A video camera will be purchased for check out for teachers and students to record performance assessments. Action Type: Collaboration Action Type: Equity	Janna Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: <hr/> ACTION BUDGET:
COLLABORATION: Teachers will meet to share ideas and to work out problems encountered in using Accelerated Reader. Action Type: Collaboration Action Type: Title I	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:

Schoolwide			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
TECHNOLOGY, INCLUSION, and PROGRAM EVALUAION: E-School software is used to keep grades, but also to analyze the progress students are making in mastering materials required to become proficient or advanced on the state benchmark exams. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	=====
TECHNOLOGY INCLUSION & PROGRAM EVALUATION: To further expand AR reading and Star testing there is a need for a 30 station computer lab. Action Type: Program Evaluation Action Type: Technology Inclusion	Ligie Waddell, Randy Gholson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	=====
TECHNOLOGY, INCLUSION, and PROGRAM EVALUAION: The use of a computer-based reading program (Accelerated Reader) will be formatively evaluated for effectiveness by analyzing STAR growth reports at each grade level at the beginning and end of the year. The literacy specialist will be responsible for providing growth reports to teachers. In the 2012-2013 school year, the average student growth was 1.1 grade levels. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Ligie Waddell, Becky Foreman, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	=====
TECHNOLOGY, INCLUSION, and PROGRAM EVALUAION: Accelerated Reader will be used, through a server, for all classes in grades 1-4 to aid in improving reading. Teachers will use growth reports as formative assessments.	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	=====



Action Type: Program Evaluation Action Type: Technology Inclusion				
TECHNOLOGY INCLUSION: To move toward 21st century, technology skills two new 30 station wireless computer lab is needed. Action Type: Technology Inclusion	Ligie Waddell, Randy Gholson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	NSLA (State-281) - Capital Outlay: NSLA (State-281) - Materials & Supplies: <hr/> ACTION BUDGET:
SPECIAL EDUCATION: Special Education staff will follow all interventions stated in this plan based upon the individual IEP's. Action Type: Special Education	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET:
TECHNOLOGY, INCLUSION, and PROGRAM EVALUATION: Star reading will be used in grades 1-4 to aid in reading instruction. Students will be formatively assessed two times per year to determine their reading levels. Action Type: Program Evaluation Action Type: Technology Inclusion	Ligie Waddell Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> </ul>	<hr/> ACTION BUDGET:
SPECIAL EDUCATION: The building R-T-I (Response to Intervention) teams will provide high quality instruction/intervention matched to student needs. The learning rate over time and level of performance with research-based materials will be used to make educational decision. Action Type: Alignment Action Type: Special Education	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT, PROGRAM EVALUATION: The media center will purchase books that will be including materials that can be used with Accelerated Reader. More books should benefit the school in improving areas of weakness such as practical reading, content reading, informational text.	Janna Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: <hr/> ACTION BUDGET:

and literary reading. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				

Goal	All students will demonstrate improvement in answering open-response questions in the area of Reading.
Benchmark	Sloan-Hendrix Elementary School (third and fourth grade students) had 83.13% of students score proficient or advanced in Literacy on the 2012 Benchmark Exam. The expected AMO for this school was 89.69 Our goal is to increase the number of students scoring proficient by 7.5%, which will meet the expected 2013 AMO. 78.57% pf the students in the Targeted Achievement Gap Group were proficient or advanced on the 2012 Benchmark Exam. Our goal is to increase that number by 7.8%, which meets the expected 2013 AMO.
Benchmark	64.6% of Sloan-Hendrix kindergarten, first, and second grade students scored at the 50% percentile or higher on the 2011 ITBS. Our goal is to increase that number by 22%, which will meet AYP.

Intervention: Various programs and methods of testing will be used to ascertain the level and progress of all students, and to improve the literacy skills of all students.				
Scientific Based Research: Graham, Perry. "Improving Teacher Effectiveness Through Structured Collaboration: A Case Study of a Professional Learning Community". National Middle School Association, RMLE Online, Volume 31, No. 1. 2007. Edmunds, Julie A. and Nita J. Matzen. "Technology as a Catalyst for Change: The Role of Professional Development." Journal of Research on Technology in Education, 39(4), 417-430. Summer 2007. Prensky, Mark. "Engage Me or Enrage Me: What Today's Learners Demand". EDUCAUSE Review, September/October 2005. Literacy Lab research. Using Rubrics to Promote Thinking and Learning, Vol 57 #5, Feb, 2000. Educational Leadership. Class Size and Students at Risk, What is Known? What is Next? by Jeremy Finn, April 1998, TN Star Project.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Buckledown-Benchmark Exam" booklets will be purchased for third and 4th grade students. These booklets will help develop reading passages, helpful tips, and practice questions. The writing booklets will help student's skills. Action Type: Equity	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: <hr/> ACTION BUDGET:
RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS: Incentive to increase salaries above the minimum salary schedule. This will help us to hire and retain the best teachers possible. These qualified teachers will help to improve tests scores in out identified areas of weakness. Action Type: Collaboration	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET:

Action Type: Title I Schoolwide				
<p>PARENTAL ENGAGEMENT: Families were invited to attend a "Meet the Teacher Day" before the first school day of classes. This allowed students and parents to view their classrooms, bring school supplies, and complete necessary paperwork. This also allowed parents and students an opportunity to speak with the teachers about classroom expectations.</p> <p>Action Type: Parental Engagement</p>	Ligie Waddell, Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT, COLLABORATION, and ALIGNMENT: Teacher assistants will be taught comprehension strategies by the reading specialist.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Ligie Waddell, Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers and staff will be trained at workshops that will include the use of strategies for reading instruction, curriculum, alignment, and introduction to common core. NEA Co-op reading Specialist Lana Jean will assist with this training.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>
<p>NEEDS ASSESSMENT: Formative assessment, such as Target Testing, will be done throughout the year. Interventions will be put in place after each testing. This will provide effective, timely additional assistance to students in need.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Ligie Waddell, Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:</p>

Action Type: Title I Schoolwide				
TECHNOLOGY INCLUSION: Sloan-Hendrix Elementary will recognize event that occurred on 09/11/2011 through use of videos and various media are sources along with additional teacher selected lessons. Action Type: Alignment	Ligie Waddell , Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET:
ALIGNMENT: Sloan-Hendrix Elementary School participates in the International Reading Day by setting aside DEAR (Drop Everything And Read) time in the individual classrooms. Action Type: Alignment	Becky Foreman	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
SPECIAL EDUCATION: Special education staff will follow all intervention stated in this plan based upon the individual IEPs. Action Type: Special Education Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
AIP/IRI, PROGRAM EVALUATION: IRI's will be written for all below-basic students in literacy in K-2 as identified by the Qualls and ITBS test. AIP's will be for all children who score basic on these tests. All of these students will be administered the DIBELS and DRA. The progress of these children will be monitored every two weeks. They will also receive double instruction in the classroom with help of teacher assistant, Priscilla Bagwell (FTE 1.0). Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell , Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits: <hr/> ACTION BUDGET:
PROGRAM EVALUATION, COLLABORATION: Grade-level team meetings will be held to discuss issues concerning student	Ligie Waddell Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET:

achievement. Possible interventions will be determined to increase student success. Action Type: Collaboration Action Type: Program Evaluation				
AIP/IRI, ALIGNMENT: Portfolios will be maintained for all students in grades k-4. The portfolios will contain DRA assessments and writing samples conducted throughout the year. Action Type: AIP/IRI Action Type: Alignment	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:
AIP/IRI, PROGRAM EVALUATION: All students who score basic and below basic on the ACTAAP will be tested with DRA to obtain more accurate reading levels. These scores will be used to obtain instructional materials for the after-school tutoring program and classroom interventions by instructional assistants. Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
PROGRAM EVALUATION: A reward system will be implemented for all students for good efforts and improvement on the ITBS and Augmented Benchmark tests. Action Type: Program Evaluation	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET:

<p>AIP/IRI, PROGRAM EVALUATION: AIP's will be written for all students on the basic and below basic levels in literacy in grades 3-4, unless the child is placed in Special Education. In that case, IEP's will be used for interventions. This will be done as soon as tests results are made available. Action Type: Title I School wide Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Ligie Waddell , Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Fluency testing will be implemented in grades 2-4. Action Type: AIP/IRI Action Type: Program Evaluation</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Total Budget:</p>				<p>_____</p>

Priority 3: To improve the health and well-being of students at all grade levels.

1. ACHI

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, BMI was assessed for 100 kindergarten, second, and fourth grade students in 2009, 99 students in 2010, and 110 students in 2011.

Supporting Data:

In 2009 Body Mass Index data showed that 42.9% of male students were overweight or at risk of being overweight. That same year 43.2% of female students were overweight or at risk of being overweight. In 2010 Body Mass Index data showed that 40.0% of male students were overweight or at risk of being overweight. That same year 34.1 % of female students were overweight or at risk of being overweight. In 2011 Body Mass Index data showed that 29.5% of male students were overweight or at risk of being overweight. That same year 46.9% of female students were overweight or at risk of being overweight.

2. The Sloan-Hendrix School Health Index Module 4 indicated the following weaknesses and/or suggestions: (1)The need for a pleasant and safe cafeteria. (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.

3. Lawrence County Unemployment Rate: 2008-9.3%; 2009-8.9%; 2010 9.0%  
 Randolph County Unemployment Rate: 2008-7.9%; 2009-8.3%; 2010-9.5%.

4. Lawrence County Poverty Rate as per 2009 census: 23.5%  
 Randolph County Poverty Rate as per 2009 census: 20.0%  
 Sharp County Poverty Rate as per 2009 census: 21.9%

5. Average daily attendance 2011-2012 was 94.1% increased to 96.25% during the 2012-2013 school year which represents a 2.15% increase.

Goal All students will demonstrate an improved BMI score.  
 Benchmark Sloan-Hendrix Elementary School will show a 5% decrease in the number of students who are overweight or at risk of being overweight from the three year average of the BMI.

Intervention: Guidelines for School Health Programs to Promote Lifelong Healthy Eating				
Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school health programs to promote lifelong healthy eating. MMWR 1996; 45(No. RR-9): [inclusive page numbers].				
Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS: A full-time nurse will continue to be employed by the Sloan-Hendrix School district. This nursing position is above state standards. She works closely with administrators, teachers, and cafeteria staff, to help lower the BMI for all students--especially male students who were more at risk than female students. (.33 FTE) Action Type: Title I Schoolwide Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: Teachers will attend professional development presented by the County Extension service to learn ways to present nutrition education to	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET:

students. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness				
WELLNESS: The County Extension Service will present a week nutrition education program to primary grade students. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: Upper elementary students will be presented the Nutrition Adventure program by the County Extension Service. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION, ALIGNMENT, & COORDINATION OF FUNDS: Meetings will be held between administrators, teachers, and lunchroom workers to explore the ways to offer more options and variety in students meals. Lunchroom meals will be made available from the coordination of federal, state, and local funds. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: Class parties will be limited to two per year- Christmas and Valentines. Efforts will be made to limit the amount of food of non-nutritional value at the parties. Parents will not be allowed to bring food of non-nutritional value to students other than their own children throughout the rest of the year. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: Information will be included in Parent Packs to help parents provide healthy foods to their children. Action Type: Parental Engagement Action Type: Wellness	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: Food products will not be used as rewards or incentives in classrooms. However, nutritional snacks	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET:



will be given to students during mandated testing weeks. Action Type: Wellness			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
COLLABORATION: Sloan-Hendrix Elementary School will work with area behavioral health providers including, but not limited to, DaySpring and Cornerstone to provide counseling to any student who is in need of such services. Action Type: Collaboration Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET:
WELLNESS: Kindergarten students will be provided a healthy snack each afternoon. This will help supplement a healthy diet. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET:
WELLNESS: Body Mass Index evaluations are done annually for students in K, 2, and 4th grades. Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET:
Total Budget:				

Intervention: Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People

Scientific Based Research: Centers for Disease Control and Prevention. Guidelines for school and community programs to promote lifelong physical activity among young people. MMWR 1997;46(No. RR-6): [inclusive page numbers].

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: The Wellness Policy committee will meet yearly to review and update the Wellness Policy. Action Type: Collaboration Action Type: Wellness	Mike Baker, Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
PARENTAL ENGAGEMENT: Information will be included in Parent Packs to help parents to provide proper physical activities at home for their children. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET:
COLLABORATION: All teachers will provide lessons to students promoting Dental Health. Dr. Aaron Murphy	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET:

will be available to present such programs to classes. Action Type: Collaboration Action Type: Wellness			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
WELLNESS: All students will participate in 60 minutes of structured physical education each week. Action Type: Alignment Action Type: Wellness	Ligie Wadell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: All students will participate in at least 150 minutes of physical activity each week. Much of this time will be accomplished with unstructured activity at recess. Duty persons will be responsible for making sure that students are active during these times. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION: Physical Education teachers and classroom teachers will meet and work together to share ideas and make decisions about physical activities. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: Students will not be withheld from physical education classes or physical activities as a punishment for behavior problems. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: An intramural elementary basketball program will be started for for boys and girls in grades 3 and 4. The program will emphasize participation rather than competition, thus all students will be given equal playing time. Action Type: Wellness	Ligie Waddell Charles Ring	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: 4th grade students will compete in a track meet with other schools from the county. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:
WELLNESS: A local track and field day for all K-3 students will be held in May. Participation will not be mandatory, but all students	Ligie Waddell, Charles Ring	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:

will be encouraged to take part. Action Type: Title I Schoolwide Action Type: Wellness			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
COLLABORATION: Sloan-Hendrix schools will work with the city of Imboden to provide a summer t-ball, softball, and baseball program for all students. Volunteer coaches will organize teams that will play in the Pocahontas leagues. Action Type: Collaboration Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION, PARENTAL ENGAGEMENT: The PTE will continue have programs to raise funds for new activity equipment for the elementary playground. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION: All employees of the Sloan-Hendrix School District will be offered flu shots to help combat the spread of the disease among workers and students. The school nurse and local health care personel will administer the shots. Action Type: Collaboration Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION: An employee Health Fair will be held anually for all Sloan-Hendrix employees. Screenings will be done for cholesterol, glucose and blood pressure. Area health care personel will help with the screenings. Action Type: Collaboration Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:
COLLABORATION: Sloan-Hendrix School will attend a Safety Day for all 5th grade students in Lawrence County. The Lawrence County 4H will be in charge of the program. The program will have 10 different stations regarding safety	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:

including electrical safety, farm safety, tractor safety, ATV safety, hunting safety, fire safety, etc. Action Type: Collaboration Action Type: Wellness				
COLLABORATION: A health fair will be held for students in the fall. Students will have their blood sugar checked. Medical professionals from the area will help with this effort Action Type: Collaboration Action Type: Wellness	Susan Malone, Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET:
WELLNESS: Vision and hearing screenings are done each year for Pre K, K, 1st, 2nd, and 4th grade students. Any students new to the district are screened as well any child who is referred from teachers and parents. Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET:
Total Budget:				

• Planning Team

Classification	Name	Position	Committee
Business Representative	Dan Matthews	Business Owner	Math
Business Representative	Gevan Murphy	Pharmacist	Literacy, Wellness
Classroom Teacher	Alaina Nichols	2nd Grade Teacher	Math
Classroom Teacher	Andrea Hickman	Kindergarten Teacher	Literacy
Classroom Teacher	Andrea Roark	3rd grade teacher	Literacy
Classroom Teacher	Bobbi Duncan	2nd Grade Teacher	Literacy/Chairperson for writing
Classroom Teacher	Candi Yarbrow	Kindergarten Teacher	Literacy
Classroom Teacher	Carolyn Smith	1st grade teacher	Math
Classroom Teacher	Darla Miles	4th Grade Teacher	
Classroom Teacher	Deanna Adams	Kindergarten	Math
Classroom Teacher	Dena Whitlow	3rd Grade Teacher	
Classroom Teacher	Emerald Welch	3rd Grade Teacher	Math/Parental Involvement/Alumni
Classroom Teacher	Jennifer Grisham	Reading Instructor	Literacy
Classroom Teacher	Leslie Bradley	Fourth Grade Teacher	Literacy
Classroom Teacher	Rita Thomison	Resource Room Teacher	ACSIP leadership
Classroom Teacher	Scott Nichols	PE/Coach	Wellness
Classroom Teacher	Sharon Freeman	2nd grade teacher	Math
Classroom Teacher	Shelia DeShazo	Music	Math
Classroom Teacher	Stephanie Lewis	1st Grade Teacher	Literacy
Classroom Teacher	Terrie Smith	1st Grade Teacher	Literacy
Community	Aaron Muroh	Dentist/School Board Member	Wellness

Representative Community Representative	Barbara Jones	Retired Instructional Assistant	Math
Community Representative	Beth Murphy	Homemaker	Parental Involvement/Alumni
Community Representative	Bonnie Young	Grandparent	Parental Involvement
Community Representative	Jackie Sexton	Retired Teacher	Literacy
Community Representative	James Ratliff	Retired Teacher/State Representative	Math/Wellness
Community Representative	Martha Johnson	Retired Media Specialist	Literacy
Community Representative	Marti Tate	Nurse/College Student	Wellness
Community Representative	Rebecca Jones	Retired Parent Center Facilitator	Parental Involvement
Community Representative	Rose Crawford	Behavioral Health Counselor	Literacy
Community Representative	Sharon Murphy	Retired Classroom Teacher	Wellness
Community Representative	Steve Huddleston	School Board Member, Retired Police	Wellness
Community Representative	Steve Jones	Fire Training Instructor	Math/Wellness
Community Representative	Wendell Morris	Business Owner	Literacy
Community Representative	Willene Austin	RN	Wellness
District-Level Professional	Becky Foreman	Literacy Coach	ACSIP leadership, Parental Involvement- Chairperson
District-Level Professional	Michael Baker	Math Coach/Federal Programs Director	ACSIP leadership
District-Level Professional	Mitch Walton	Superintendent	ACSIP leadership
District-Level Professional	Susan Malone	School Nurse	Wellness
Non-Classroom Professional Staff		Instructional Assistant/Prent Center	Literacy/Parental Involvement
Non-Classroom Professional Staff		Speech Therapist	Literacy
Non-Classroom Professional Staff	Christine Murphy	Art/Remedial Reading	Literacy
Non-Classroom Professional Staff	Deborah Lillard	Lunchroom Manager	Wellness
Non-Classroom Professional Staff	Dianna Griffin	Instructional Assistant	Literacy/Parental Involvement
Non-Classroom Professional Staff	Georgia Ratliff	Instructional Assistant	Math
Non-Classroom Professional Staff	Janna Powell	Media Specialist	Literacy
Non-Classroom Professional Staff	Jonna Kincade	Reading Interventions	Literacy
Non-Classroom Professional Staff	Priscilla Bagwell	Instructional Assistant	Math/Parental Involvement
Non-Classroom Professional Staff	Randy Gholson	Tech coordinator	ACSIP leadership
Non-Classroom Professional Staff	Retha Taffar	Insructional Assistant	Literacy

Non-Classroom Professional Staff	Shara Phares	Counselor	ACSIP leadership, Wellness
Non-Classroom Professional Staff	Sherrie Johnson	Pre-school aide	Parental Involvement/Alumni
Non-Classroom Professional Staff	Stacy Wilson	Math Specialist	Math/Chairperson
Non-Classroom Professional Staff	Tonya Bennett	Instructional Assistant	Literacy
Parent	Beth Gosha	School Bookkeeper	Literacy/Parental Involvement
Parent	Chelsea Matheny	Former Physical Education Teacher	Wellness
Parent	Dorinda Dail	Homemaker/College Student	Math
Parent	Kristie Stallings	Homemaker	Parental Involvement
Parent	Shawn Johnson	Police Officer	Wellness
Principal	Ligie Waddell	Principal	ACSIP leadership/Chairperson