



School Plan

Sloan-Hendrix Middle 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: 5-7 Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Improve Math Skills

Goal: All students will demonstrate an improvement in the areas of Number Operations and Data Analysis.

Priority 2: Improve Literacy Skills

Goal: All students will demonstrate an improvement in reading comprehension and fluency.

Goal: All students will demonstrate improvement in answering open-response and writing test items.

Goal: All students will demonstrate improvement by increasing vocabulary skills.

Priority 3: Wellness

Goal: All students will demonstrate an improved BMI score.

Priority 1:	To improve math skills at all levels. <ol style="list-style-type: none"> 1. Mathematics Status Performance All Students 60.84 % 2013 AMO 79.53% TAG GROUP 59.57% 2013 AMO 72.79% Mathematics Status Growth All Students 46.38 % 2013 AMO 79.02% TAG GROUP 43.82% 2013 AMO 73.15% Mathematics Status PERFORMANCE THREE YEAR AVERAGE All Students 69.93 % 2013 AMO 79.73% TAG GROUP 63.57% 2013 AMO 72.79% Mathematics Status GROWTH THREE YEAR AVERAGE All Students 62.10 % 2013 AMO 79.02% TAG GROUP 56.32% 2013 AMO 73.15% ATTENDANCE RATE STATUS 95.91 (3 QTR.AVG) 2. In 2011-12 the attendance rate was 93.9%. In the school year 2012-13 the attendance rate was 95.1% which represents an increase of 2.01%. 3.
Supporting Data:	
Goal	All students will demonstrate an improvement in the areas of Number Operations and Data Analysis.
Benchmark	60.84% of Sloan-Hendrix Middle School students scored proficient or advanced on the 2013 Benchmark Exam in mathematics, which was 18.89% below the 2013 AMO. Our goal is to increase the percentage of proficient or advanced students by 20.92%, which will meet the expected 2014 AMO. 59.57% 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 12.82%, 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 90 minutes daily of instructional time for 5th and 6th grade students, with additional time provided for students who fall below the proficient level. 7th grade students will receive 45 minutes of instruction as well as 45 minutes of remediation for those who fall below the proficient level.

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. Resendez, Miriam M.A. Scott Foresman math research- Senior Researcher. "2005 Scott Foresman-Final Report", PRES Associates, Inc. October 2006. George W. Bright and Jeane M. Joyner. "Dynamic Classroom Assessment: Linking Assessment With Instruction in Elementary School Mathematics", 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. 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: Sloan-Hendrix Middle School will use Target Test as a device for formative testing. Summative testing will be accomplished through the Arkansas Benchmark Exams and Math CCSS unit assessments. Action Type: Program Evaluation</p>	<p>Ligie Waddell, Becky Foreman, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The teachers and staff will review the Augmented Benchmark, CCSS unit assessments, and student portfolios annually to make decision to update and revise the ACSIP plan. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Ligie Waddell, Becky Foreman, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The programs will be formatively assessed throughout the year by various methods including principal walk-through and Target Test results. Target tests will be given in all grades at the end of the 1st, 2nd, and 3rd. . The data from these tests will be reviewed and analyzed. Students that are not</p>	<p>Ligie Waddell, Stacey Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<p>ACTION BUDGET:</p>

<p>proficient will receive remediation using Orchard Software and the Skills Tutor Program. Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: ACSIP Sloan-Hendrix middle school math teachers will use a variety of formative assessments throughout the year to guide instruction. Examples include, but are not limited to, interactive math journals, exit slips, performance based tasks, and target testing. Common Core Unit Assessments, Augmented Benchmark Exams, and End of Course Tests will be used for summative evaluations. Data disaggregation will play a large part in determining strengths and weaknesses of the school improvement plan. Action Type: Program Evaluation</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Based on the 2013 Math Benchmark, number and operation scores have improved, however, they are still an area of weakness. Geometry and Algebra are also areas of weakness; Teachers will continue to increase instruction time in these three areas. Action Type: Alignment Action Type: Program Evaluation</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Student planners will be purchased with NSLA funds for students to develop organizational skills and to be able to document assignments. This will also increase parent-teacher communication. Action Type: Collaboration Action Type: Parental Engagement</p>	Shara Phares	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>

<p>PROFESSIONAL DEVELOPMENT & COORDINATION O FUNDS: Teachers will work together to select and then be trained in workshops that will be implemented in their classroom including developing CCSS units and curriculum maps with pacing guidelines, Teaching the Gifted in the Regular Classroom, and Algebra I Endorsement. Expenses for professional development will be paid for by the coordination of federal, state, ad local funds Action Type: Professional Development Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT: Parent nights/open house 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. Action Type: Alignment 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"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION: The teachers and staff will review comprehensive assessments as presented and will make decisions concerning the effectiveness of the math program based on findings. Improvements will be made on these findings Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION: Science teachers will purchase supplies, materials, and educational web labs to support hands-on lab and activities. These supplies</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teaching Aids 	<hr/> <p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION</p>

will also supplement the classroom text, curriculum, and state frameworks. Action Type: Collaboration Action Type: Technology Inclusion				BUDGET:
PARENTAL ENGAGEMENT: There will be two formal parent/teacher conferences per school year. The first at the end of the 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 parent 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"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: Northeast Arkansas Co-op Math Specialist Jim McMullen and Literacy Specialist, Glenda Causbie, will be assisting with the disaggregation with target test data. Action Type: Program Evaluation	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: The Parent Center Coordinator and Facilitator will prepare Informational Packets to be sent home with each child. This will be prepared over the summer and will go home with students throughout the school year. This maybe in the form of monthly calendars. Action Type: Parental Engagement	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: The student handbook contains the process for parents to resolve their concerns. 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"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT:	Becky	Start:	<ul style="list-style-type: none"> • District Staff 	<hr/>

<p>The Parent Center will organize and make available a volunteer resource book. This book contains the data from the parent survey and community response list and is available to the staff.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Foreman	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET:
<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 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 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.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ligie Waddell, Sue Dail	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET:
<p>COLLABORATION & AIP/IRI: Continue performance based assessments in math at each grade level. These will be used to remediate</p>	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET:

those students who are performing at level below proficient. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Title Teachers 	
COLLABORATION & EQUITY: Fifth, Sixth, and Seventh grade identified students will work with the GT facilitator, Melanie Stephens, in a resource room setting for 150 minutes each week. They will be challenged to think both creatively and critically in studying a variety of topics. The curriculum will reflect the frameworks developed by the Northeast Educational Co-Op. Seventh grade student may receive services through secondary content offerings, independent studies, or academic programs. Action Type: Collaboration Action Type: Equity	Ligie Waddell, Melanie Stephens	Start: 07/01/2013 End: 06/30/2014		<hr/> <hr/> ACTION BUDGET:
COLLABORATION & EQUITY: Provide experience units of classroom studies. Action Type: Collaboration Action Type: Equity	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Purchased Services: NSLA (State-281) - Materials & Supplies: <hr/> <hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: The student handbook contains the process for parents to resolve their concerns. 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"> Administrative Staff District Staff 	<hr/> <hr/> ACTION BUDGET:
ALIGNMENT & COLLABORATION: Sloan-Hendrix will have a Math Coach, Stacey Wilson; help with curriculum alignment and integration of curriculum. Manipulative will be used	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	Title I - Materials & Supplies: Title I - Employee Salaries: Title I -

to provide more meaningful instruction in our deficit areas which include numbers and operations, geometry, and algebraic expressions. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				Employee Benefits: <hr/> ACTION BUDGET:
ALIGNMENT & COLLABORATION: A math coach, Stacey Wilson, will be hired .5 FTE, to help align and integrate curriculum. PLC Meetings with the math coach will be held monthly to share best practices/instructional methods with one another. All middle school math teachers will work closely and collaborate weekly with one another to implement the Common Core Math Curriculum. Action Type: Alignment Action Type: Collaboration	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <hr/> ACTION BUDGET:
ALIGNMENT: Math in Focus and Every Day Counts Calendar Math will continue to be used in grades 5&6. EDC Calendar Math is a supplemental mathematics program that differentiates instruction and allows students to learn incrementally, giving them the opportunity to develop understandings over time. Action Type: Alignment Action Type: Program Evaluation	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET:
ALIGNMENT & PACING GUIDES: Pacing guides will be used by all teachers to ensure that all curriculums is taught and mastered during the school year. 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"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
AIP/IRI, TECHNOLOGY INCLUSIOON, & PROGRAM EVALUATION: As soon as test results are made	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> ACTION BUDGET:

<p>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 software will continue to be used in computer labs to remediate and enrich. We will also use SkillsTutor software to remediate and enrich. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	
<p>AIP/IRI & ALIGNMENT: Teachers and staff will establish Benchmarks for all subjects in 5-7. Benchmark will be aligned with the Arkansas Frameworks. Students that do not perform at the proficient or advanced level as the frameworks are taught will receive additional assistance from teachers and paraprofessional. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
<p>AIP/IRI: Increase the number of performance based assessments in math at each grade level. Students will use rubrics to assess, generalize, and reflect upon their own learning in an effort to increase academic achievement and improve test scores. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET:
<p>PROFESSIONAL DEVELOPMENT: Staff, including classroom teachers, will research professional development opportunities in</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET:

<p>instructional and curriculum alignment each year. Teachers along with assistance from Jim McMullen, Mathematics Specialist of the educational co-op, will be involved in the decision making process of what professional development is needed. Mr. McMullen will assist in providing professional development that will be most beneficial to the faculty. The math teachers in grades 5 and 6 have been trained in Math Links and QTL. All math teachers have participated in MSP Algebra project for middle school teachers, by Dr. Linda Griffin. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>AIP/IRI: All math teachers will use math manipulatives and supplemental resources in their math instruction and continue instructional time for 90 minutes daily in grades 5&6. Teachers will use CPA pedagogy to aid in the development of conceptual understanding in mathematics. Action Type: AIP/IRI</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> ACTION BUDGET:
<p>AIP/IRI: Released items from previous Benchmark Exams will be used to better prepare students for future exams. These items will also be analyzed carefully to help teachers develop more effective open-response items of their own to be used in the classroom. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Ligie Waddell, Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
<p>AIP/IRI & PROGRAM EVALUATION: After-school tutoring will be offered in grades 5-7. The tutors will be paid 25 per hour.</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	NSLA (State-281) - Employee Benefits:

<p>Benchmark Scores as well as target post –test results from the previous school year will be used to determine students failing below grade level expectations and showing a need for tutoring assistance. Math teachers will review evaluation results and help plan and suggest tutoring assistance. Math teachers will review evaluation results and help plan and suggest tutoring assignments for grouping and skill lessons. These assessments as well as attendance, target test results, and individual profile sheets will be used to test effectiveness of the program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> Title Teachers 	NSLA (State-281) - Employee Salaries: <hr/> ACTION BUDGET:
<p>SPECIAL EDUCATION & COLLABORATION: 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. Action Type: Collaboration Action Type: Special Education</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET:
<p>EQUITY: Purchase supplies for the math room. The math room will serve as a location for instruction materials. Action Type: Equity</p>	Stacey Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET:
<p>EQUITY: All math teachers will focus on the use high level questioning and student-centered learning practices to actively engage students in rich and relevant tasks that require heterogeneous learning groups to increase the number of students, scoring advanced and proficient</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET:

on the Benchmark Exam in grades 5-7. Action Type: Equity Action Type: Title I Schoolwide				
TITLE I SCHOOLWIDE: Title I will continue to provide an instructional assistants, Amanda Stallings (FTE 1.0) and Retha Taffar (FTE 1.0), for fifth, sixth, and seventh grade classrooms. These assistant will help to give more one-on-one instruction to students. These assistant's will concentrate on areas of weakness at each grade level such as numbers and operations, geometry, and algebra. Materials and supplies purchased will include paper, pencils, manipulatives, etc. Action Type: Alignment Action Type: Collaboration	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Title Teachers 	Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits: <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"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET:
SPECIAL EDUCATION: Special Education staff will follow all interventions stated in this plan based upon the individual IEPs. Action Type: Special Education	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: A notice will be placed in the local newspaper 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"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET:
PARENTAL ENGAGEMENT: The Sloan-Hendrix Parent Center will be open every school day during regular school hours. The School-Parent compact is	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET:

<p>available for review at the Parent Center. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>SCHOOL-PARENT COMPACT: Sloan-Hendrix Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014. School Responsibilities: Sloan-Hendrix Schools will: 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Adhere to Arkansas Standards for Accreditation, Curriculum Frameworks, and ACTAAP 2. Hold Parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Parent-Teacher Conferences are held at the end of the first five weeks of school and third quarter. 3. Provide parents with frequent reports on their children's progress. Progress reports are sent home to parents</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>

<p>during the 5th week of each quarter. Report cards are sent home to parents at the end of each quarter of the school.4. Provide parents reasonable access to staff. Parents may request a conference with a teacher through the principal's office. 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The Sloan-Hendrix Parent Center coordinates parent volunteer activities for elementary and high school. Parents who wish to observe classroom activities must coordinate this with the principals. Parent Responsibilities: We, as parents, will support our children's learning in the following ways: Monitoring attendance, Monitoring homework completion. Monitoring the amount of television children watch. Volunteering in my child's classroom. Participating, as appropriate, in decisions relating to my children's. Promoting positive use of my child's extracurricular time. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. Serving, to the extent possible, on policy advisory groups. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: Northeast Ar. Co-op Math Specialist Jim McMullen, along with</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET:</p>

<p>Literacy Specialist, Glenda Causbie, will be assisting with the disaggregation with target test data. Action Type: Collaboration Action Type: Professional Development</p>			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
<p>INSTRUCTION FROM HGHLY QUAIFIEDTEACHERS& RECRUITING ND MINTAINING HIGHLY QUALIFIED TEACHERS: All teachers of math at Sloan-Hendrix Middle School are 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 applicants who are already highly qualified to teach math will be considered. Advertisements to find highly qualified teachers will 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>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<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 center. All staff will direct parents to those locations for additional information and inform parents that they may borrow materials. Action Type: Parental Engagement</p>	Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>EQUITY: Purchase supplies for the math room. The math room will serve as a location for instruction materials. Action Type: Equity</p>	Stacey Wilson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET:</p>

TECHNOLOGY: A computer lab is need for students to use present software packages and to explore mathematics in real world situations. Action Type: Technology Inclusion	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Materials & Supplies: ACTION BUDGET:
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 Ed students to a comparable level with all students. Action Type : Special Education Action Type: Special Education	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET:
Total Budget:				

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

1. MIDDLE SCHOOELEMENTARY- NEEDS IMPROVEMENT Literacy Status Performance All Students 78.32 % 2013 AMO 71.85% TAG GROUP 74.47% 2013 AMO 62.58% Literacy Status Performance Literacy Status Growth All Students 73.91 % 2013 AMO 70.63% TAG GROUP 70.79% 2013 AMO 58.33% Literacy Status Performance THREE YEAR AVERAGE All Students 74.59 % 2013 AMO 71.85% TAG GROUP 67.50% 2013 AMO 62.58% Literacy Status growth THREE YEAR AVERAGE All Students 73.11 % 2013 AMO 70.63% TAG GROUP 65.13% 2013 AMO 58.33% NEEDS IMPROVEMENT Mathematics Status Performance All Students 60.84 % 2013 AMO 79.53% TAG GROUP 59.57% 2013 AMO 72.79% Mathematics Status Growth All Students 46.38 % 2013 AMO 79.02% TAG GROUP 43.82% 2013 AMO 73.15% Mathematics Status PERFORMANCE THREE YEAR AVERAGE All Students 69.93 % 2013 AMO 79.73% TAG GROUP 63.57% 2013 AMO 72.79% Mathematics Status GROWTH THREE YEAR AVERAGE All Students 62.10 % 2013 AMO 79.02% TAG GROUP 56.32% 2013 AMO 73.15% ATTENDANCE RATE STATUS 95.91 (3 QTR.AVG)
2. The average daily attendance for the combined years of 2008-2011 was 93.5. In 2011, the attendance was 93.9%, which exceeded the attendance goal of 91.13%.
- 3.

Supporting Data:

Goal All students will demonstrate an improvement in reading comprehension and fluency. 78.4% of Sloan-Hendrix Middle School students scored proficient or advanced on the 2013 Benchmark Exam, which was 6.55% above the 2013 AMO. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2014 AMO. 67.5% of the students in the Targeted Achievement Gap Group were proficient or advanced on the 2013 Benchmark Exam. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2014 AMO.

Intervention: Use an aligned, standards-based curriculum for literacy instruction provided by Highly Qualified Teachers to improve students' opportunities to learn and complete time on task activities by providing a minimum of 90 minutes daily of instructional time in literacy for all students, with additional time provided for students who fall below the proficient level.

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 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. Jackson, Yvette, Johnson, Tyrone Geronimo, and Askia, Ahmes, 2010. Kids Teaching Kids. Educational Leadership: Vol 68; No 1, pp. 60-63. Miller, Donalyn, 2010. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. 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. 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. Advancing Formative Assessment in Every Classroom: a Guide for Instructional Leaders, Connie M. Moss and Susan M. Brookhart, 2010. Write Beside Them, Penny Kittle, 2008. Comprehension and Collaboration: Inquiry Circles in Action, Stephanie Harvey and Harvey Daniels, 2009. Classroom Assessment for Student Learning: Doing It Right-Using It Well, Richard J. Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis, 2009. Approaches to Parental Involvement for Improving the Academic Performance of Elementary School Children in Grades K-6. Chad Nye, Herb Turner, Jamie Schwartz, November 2006. 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. Harvey and Goudvis. 2007. "Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve". Site Development Guide #12. 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. 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>COLLABORATION: Sloan-Hendrix Middle School will work with Williams Baptist College, Lyon College, Arkansas State University, and other colleges and 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: Collaboration</p>	Ligie Waddell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Fluency testing will be implemented in grades 5-7. These formative assessments will be administered quarterly.</p>	Ligie Waddell, Becky Foreman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET:</p>

Action Type: Program Evaluation				
COLLABORATION: All reading teachers will meet and share ideas and work out problems encountered in implementing reading strategies. Glenda Causbie, Literacy Specialist with the NEA Educational Cooperative, will help in implementing the most current researched methods. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
PROGRAM EVALUATION, COLABORATION, ALIGNMENT, AIP/IRI: All teachers and staff will review Augmented Benchmark scores and students portfolios annually to revise and plan. Results will be used to make plans for improving the performance of students who do not score proficient or advanced. This may be accomplished by small group instruction by teachers and paraprofessionals or inclusion in the after-school tutoring program. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
PROGRAM EVALUATION, COLABORATION, & ALIGNMENT: All teachers will work with district staff to review NORMES data annually to revise and update ACSIP. Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<hr/> ACTION BUDGET:
PROGRAM EVALUATION: Reading teachers will keep a portfolio for each student throughout the year which includes: running records, teacher observation, writing	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET:

<p>samples, and other assessments. Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: The literacy program will be evaluated by principal and literacy coach walk-throughs, as well as, analyzing formative assessments such as Scott Foresman pre-test and post-tests. Glenda Causbie, literacy specialist from the NEA Educational Cooperative, will have meetings with the literacy teachers to analyze data after each target test. 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"> • Performance Assessments 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION AND ALIGNMENT: Having a classroom library is important for students. Having sufficient trade books in the classroom will make reading across the curriculum close at hand. Each classroom will develop classroom libraries to assist in additional learning. Purchases of the materials will be determined by suggested Common Core Curriculum Maps. Ten Classrooms will be supplied at an average of 1159 per classroom for books and bookcases. Action Type: Equity 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"> • School Library 	<hr/> <p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION & ALIGNMENT: Provide a literacy coach, Becky Foreman, (FTE 0.375) to help align and integrate curriculum. She will work directly with teachers and staff to improve our recognized weaknesses of reading content, practical reading, and open response answers. Action Type: Alignment 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"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> <p>NSLA (State-281) - Materials & Supplies: NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET:</p>

<p>PROFESSIONAL DEVELOPMENT & PARENTAL ENGAGEMENT: All teachers will attend 2 hours (3 hours for administrators) of professional development annually in the area of parent involvement. In 2013-2014, this will include, but not be limited to, Child /Maltreatment/Teen Suicide Awareness and other workshops provided by the Northeast Arkansas Educational Cooperative. Action Type: Parental Engagement Action Type: Professional Development 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"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION & PROFESSIONAL DEVELOPMENT: Teacher assistants will be taught comprehension strategies by the Literacy Coach and Glenda Causbie, Literacy Specialist with Northeast Arkansas Educational Cooperative. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION & PROFESSIONAL DEVELOPMENT: Co-op Literacy Specialist, Glenda Causbie, will be assisting with the disaggregation with target test data. Action Type: Alignment 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"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION & AIP/IRI: To help meet the needs of our basic and below students, a literacy teacher will work with small groups and individual students. Action Type: AIP/IRI 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"> • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: All middle</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Outside 	<hr/>

<p>school classroom teachers who teach Arkansas History will attend at least 2 hours of professional development in Arkansas History. These workshops during the 2013-2014 school year will include, but not limited to Arkansas History workshops as presented through distance learning or through the Northeast Arkansas Educational Cooperative. Action Type: Professional Development Action Type: Title I Schoolwide</p>		<p>End: 06/30/2014</p>	<p>Consultants</p> <ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers will have had the Smart Step Literacy Lab Classroom Project at Harding University presented by Ken Stamatis. The purpose of this professional development training is to increase student achievement in the areas of fluency, comprehension, motivation, and vocabulary development. Action Type: Professional Development</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET:</p>
<p>TITLE I SCHOOLWIDE: All teachers will implement word walls in the classrooms to increase vocabulary skills. Action Type: Title I Schoolwide</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET:</p>
<p>ALIGNMENT: To expand the book room, National Geographic nonfiction and science leveled readers have been purchased to go along with common core suggested curriculum maps. Other books and materials may be purchased as funds allow. Action Type: Alignment</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET:</p>
<p>EQUITY: A reward system will be continued for all students who demonstrate good effort and/or improvement on augmented Benchmark testing. Action Type: AIP/IRI Action Type: Equity</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET:</p>

Total Budget:	
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Intervention: Reading teachers will administer fluency assessments to all students to check for reading fluency.

Scientific Based Research: QCommon 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 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. Jackson, Yvette, Johnson, Tyrone Geronimo, and Askia, Ahmes, 2010. Kids Teaching Kids. Educational Leadership: Vol 68; No 1, pp. 60-63. Miller, Donalyn, 2010. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. 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. 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. AdvancingFormative Assessment in Every Classroom: a Guide for Instructional Leaders, Connie M. Moss and Susan M. Brookhart, 2010. Write Beside Them, Penny Kittle, 2008. Comprehension and Collaboration: Inquiry Circles in Action, Stephanie Harvey and Harvey Daniels, 2009. Classroom Assessment for Student Learning: Doing It Right-Using It Well, Richard J. Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis, 2009. Approaches to Parental Involvement for Improving the Academic Performance of Elementary School Children in Grades K-6. Chad Nye, Herb Turner, Jamie Schwartz, November 2006. 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. Harvey and Goudvis. 2007. "Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve". Site Development Guide #12. 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. 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. Quick Reads Research: Adams, M.J. (2006). The Promise of automatic speech recognition for fostering literacy growth in children and adults. In M.C. McKenna, L.D. Labbo, R.D. Kieffer, & D. Reinking (Eds.), International Handbook of Literacy and Technology, 2 Mahwah, N.J.:LEA. Hiebert, E.H. (2002). Becoming fluent: What difference do texts make? In S.J. Samuels & A.E. Farstrup (Eds.), What research has to say about reading fluency, 204-226. Newark, DE: International Reading Association. Stahl, S.A., & Heubach, K.M. (2005). Fluency-oriented reading instruction. Journal of Literacy Research, 37 (1), 25-60.

Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: Teachers and staff will share ideas and problems encountered in implementing reading strategies. Action Type: Alignment 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"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
COLLABORATION & TITLE I SCHOOLWIDE: Teachers will	Ligie Waddell,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	

introduce and implement the components of Quick Reads or other types of fluency assessments as an added resource that will address needs seen through Target Testing. Action Type: Alignment Action Type: Program Evaluation	Becky Foreman	End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET:
ALIGNMENT: Fluency assessments will be formatively evaluated by examining data at the beginning, middle, and end of the year, or more as determined by the teacher or literacy coach. Action Type: Equity Action Type: Special Education	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET:
PROGRAM EVALUATION: Target Testing will be implemented as a device for formative testing in both Math and Literacy. The Augmented Benchmark will be used for summative testing. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell, Mike Baker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET:
COLLABORATION AND TECHNOLOGY: Provide books and reference materials to enhance access to reading in the middle school library. Purchase a video camera for students and teachers to make and record projects. Action Type: Collaboration Action Type: Title I Schoolwide	Janna Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	NSLA (State-281) - Materials & Supplies: ACTION BUDGET:
COLLABORATION: Provide funding for the Battle of the Books. This will be used for all students in grades five through seven. Funds will be used to purchase books and pay memberships fees and supply student's incentives. Action Type: Equity Action Type: Title I Schoolwide	Linda Wallis	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: NSLA (State-281) - Materials & Supplies: ACTION BUDGET:
ALIGNMENT: All students in	Ligie	Start:	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET:

<p>middle School will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Additional practice may be integrated into homework. Action Type: Alignment Action Type: Program Evaluation</p>	Waddell	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET:
<p>SPECIAL EDUCATION: Special Education staff will follow all interventions stated in his/her plan based upon the individual IEPs. Action Type: AIP/IRI Action Type: Alignment 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"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET:
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS & RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS: All literacy teachers at Sloan-Hendrix Middle School are highly qualified to teach literacy. Every effort will be made to retain those teaches by offering salaries competitive to other schools in the area. If need arises to make a new hire, only those applicants who are already highly qualified to teach literacy will be considered. Advertisements o find highly qualified teachers will be placed on teacher recruitment websites, such as the AEA. 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>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	ACTION BUDGET:
<p>PROGAM EVALUATION: Teachers will keep student portfolios throughout the year that will include writing</p>	Ligie Waddell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET:

samples and other assessments prescribed by Effective Literacy Training. Portfolios will be reviewed for progress. Action Type: Program Evaluation			<ul style="list-style-type: none"> District Staff 	
AIP/IRI Program Evaluation: All teachers will meet to review ITBS scores, Augmented Benchmark scores, and portfolios annually to revise and plan. Results will be used to make for improving the academic performance of students who do not score proficient or advanced. This may be accomplished by small group instruction, by teachers and paraprofessionals, or by inclusion in the after-school tutoring program. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET:
Total Budget:				

Goal All students will demonstrate improvement in answering open-response and writing test items.

Benchmark 79.71% of Sloan-Hendrix Middle School students scored proficient or advanced on the 2012 Benchmark Exam, which was 10.67% above the 2012 AMO. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2013 AMO. 73.86% of the students in the Targeted Achievement Gap Group were proficient or advanced on the 2012 Benchmark Exam. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2013 AMO.

Intervention: Components of Literacy Lab training will be used as well as various programs and methods of testing to ascertain the level of progress of all students, and to improve the literacy skills of all students.				
Scientific Based Research: 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. Comprehensive Literacy Model Literacy Lab, Effective Literacy by Cunningham, P.M. and Allison, R.L. 1994 "Guiding Readers and Writers". Fountas and Pinnell, Gay. 2000. "Taking a Balanced Approach to Reading" T.H.E. Journal, June 2000 Achieve, Inc. 2002. Staying the course: Standards-based reform in America's schools: Progress and prospects. Washington, D.C.: Achieve, Inc. Armbruster, B. B. "Research-Based Instruction in Reading." Presentation at Regional Department of Education Meetings, 2002. Armbruster, B. B., Lehr, F., & Osborn, J. Put Reading First: The Research Building Blocks for Teaching Children to Read. Center for Improvement of Early Reading Achievement; National Institute for Literacy, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION:	Ligie	Start:	<ul style="list-style-type: none"> Administrative 	

<p>Teachers will administer writing prompts as a pre-assessment and as a post-assessment. Pre and post assessments and portfolios will be evaluated to determine levels of student growth. The writing prompts will include, but not limited to, previously released benchmark items. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Waddell, Becky Foreman</p>	<p>07/01/2013 End: 06/30/2014</p>	<p>Staff</p> <ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: All students who score basic and below basic on the Augmented Benchmark Exam will be tested with DRA to obtain reading levels. These formative assessments 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</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The Implemented components of Literacy Lab will be evaluated through classroom observations by the principal and literacy coach. Action Type: Program Evaluation Action Type: Program Evaluation</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The 2013 Benchmark scores show weaknesses in the areas of Writing and Open-Responses. Teachers will continue to increase instructional time in these two-areas. Action Type: Program Evaluation</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET:</p>
<p>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</p>	<p>Ligie Waddell, Mike Baker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET:</p>

<p>with research-based materials will be used to make educational decisions. Action Type: Alignment Action Type: Special Education</p>				
<p>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 better teachers will help to improve tests scores in our identified areas of weakness. 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"> • Administrative Staff 	<hr/> <p>ACTION BUDGET:</p>
<p>POINT-IN-TIME REMEDIATION & INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: After school tutoring will be offered in grade 5-7. Tutors will be paid with these funds at 25 per hour. Students will be selected for service based on greatest needs to improve academics and test performance. All tutors will focus on improving identified weaknesses such as reading passage open response questions, and multiple choice questions in content reading and reading practical passages. In writing, tutors will focus on content and style. Benchmark Scores as well as target post-test results from the previous school year will be used to determine students falling below grade level expectations and showing a need for tutoring assistance. Literacy teachers will review evaluation results and help plan and suggest tutoring assignments for grouping and skill lessons. These assessments as well as attendance, target test results, and individual profile sheets will be used to test effectiveness of the program. The 2012-2013 data results</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Title Teachers 	<p>NSLA (State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET:</p>

<p>showed all students who attended after school literacy tutoring for the year showed significant gains on the Orchard/SkillsTutor reading and language arts. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>ALIGNMENT: 6 + 1 Writing Traits program will be used in writing instruction as added resource materials. Action Type: Alignment</p>	<p>Ligie Waddell Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers and staff will be trained at workshops that will include, but not limited to, reading instructional strategies, curriculum, and introduction of common core. Action Type: Professional Development 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"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>ALIGNMENT: "Buckle Down-Benchmark Exam" reading, math, and writing booklets will be purchased for all middle school students. These will be purchased with NSLA funds. The reading booklets will help develop students' reading skills and raise test scores by providing engaging reading passages, helpful tips, and practice questions. The writing booklets will help students throughout the writing process and also cover the mechanics of writing. This will help students to be better prepared for the Benchmark Exam. Action Type: Alignment</p>	<p>Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>ALIGNMENT & PROGRAM EVALUATION: 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. Action Type: Alignment 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"> • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>

Evaluation Action Type: Title I Schoolwide				
Technology: Purchase two wireless computer labs, consisting of 30 computers each, will be provided in grades five to seventh to enhance Literacy curriculum. Action Type: Technology Inclusion	Ligie Waddell, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	Title I - Materials & Supplies: Title I - Capital Outlay: NSLA (State- 281) - Capital Outlay: NSLA (State- 281) - Materials & Supplies: <hr/> ACTION BUDGET:
Total Budget:				

Goal All students will demonstrate improvement by increasing vocabulary skills.

79.71% of Sloan-Hendrix Middle School students scored proficient or advanced on the 2012 Benchmark Exam, which was 10.67% above the 2012 AMO. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2013 AMO. 73.86% of the students in the Targeted Achievement Gap Group were proficient or advanced on the 2012 Benchmark Exam. Our goal is to maintain that percentage of proficient or advanced students which will exceed the expected 2013 AMO.

Benchmark

Intervention: Continue using a Computer-Based Reading Program in grades 5-7.
<p>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 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. Jackson, Yvette, Johnson, Tyrone Geronimo, and Askia, Ahmes, 2010. Kids Teaching Kids. Educational Leadership: Vol 68; No 1, pp. 60-63. Miller, Donalyn, 2010. Becoming a Classroom of Readers. Educational Leadership: Vol 67 No 6, pp. 30-35. 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. 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. AdvancingFormative Assessment in Every Classroom: a Guide for Instructional Leaders, Connie M. Moss and Susan M. Brookhart, 2010. Write Beside Them, Penny Kittle, 2008. Comprehension and Collaboration: Inquiry Circles in Action, Stephanie Harvey and Harvey Daniels, 2009. Classroom Assessment for Student Learning: Doing It Right-Using It Well, Richard J. Stiggins, Judith A. Arter, Jan Chappuis, and Stephen Chappuis, 2009. Approaches to Parental Involvement for Improving the Academic Performance of Elementary School Children in Grades K-6. Chad Nye, Herb Turner, Jamie Schwartz, November 2006. 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. Harvey and Goudvis, 2007. "Literacy Across the Curriculum: Setting and</p>

Implementing Goals for Grades Six through Twelve". Site Development Guide #12. 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. 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. Advantage Learning Systems; CAI, 1999, Stringfiels, 1994. Orchard Software Research--Kulik, James A. Effects of Using Instructional Technology in Elementary and Secondary School: What Controlled Evaluation Studies Say, May 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TECHNOLOGY INCUSION: Ten Ipads and covers that will be provided in grades five to seven to enhance the literacy curriculum and support Accelerated Reading. Action Type: Technology Inclusion</p>	<p>Randy Gholson, Janna Powell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION: Technonogy is very important to the staff and students of Sloan-Hendrix. According to a survey 100% of the teachers indicate that technology is extremely important part of their instruction. Supply monies are needed to keep this effort continuing. Action Type: Technology Inclusion</p>	<p>Randy Gholson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>NSLA (State-281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCUSION: Purchase educational applications for the iPad, and purchase electronic books. Action Type: Technology Inclusion</p>	<p>Randy Gholson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teaching Aids 	<hr/> <p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCUSION: 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</p>	<p>Ligie Waddell, Randy Gholson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCUSION & PROGRAM EVALUATION: The use of a computer based reading program (</p>	<p>Ligie Waddell, Becky Foreman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET:</p>

Accelerated Reader) will be evaluated for effectiveness by formatively analyzing STAR growth reports at each grade level at the beginning and end of the year. The literacy Specialist will be responsible for providing summative growth reports to teachers. Action Type: Program Evaluation Action Type: Technology Inclusion				
TECHNOLOGY INCUSION & PROGRAM EVALUATION: Accelerated Reader will be used, through a server, for all classes in grade 5-7 to aid in improving reading. A growth report will be made at least twice a year and will be used as both a formative and summative assessment. The literacy coaches, along with the reading teachers, will the report to evaluate what is working, what should be revised, and what may be improved. 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"> • Administrative Staff • Computers • District Staff • School Library • Teachers • Title Teachers 	<hr/> ACTION BUDGET:
TECHNOLOGY INCLUSION, COORDINATION OF FUNDS, & EQUITY: The media center will purchase books that will include materials that can be used with Accelerated Reader. More books should benefit the school in improving areas of weakness such as practical reading and content reading, especially literary reading. Emphasis will be placed on purchasing books that are geared toward the adolescent males, since their overall literacy scores have been lower than the females for the past three years. Action Type: Equity Action Type: Technology Inclusion	Janna Powell, Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • School Library 	<hr/> ACTION BUDGET:
TECHNOLOGY INCLUSION & SPECIAL EDUCATION:	Ligie Waddell	Start: 07/01/2013	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION

<p>Special Education staff will meet the specifications of individual IEPs by using Accelerated Reader, SkillsTutor and Orchard Software. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library • Teachers • Title Teachers 	<p>BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: All teachers and instructional assistants for students in grades 5-7 are trained to use Accelerated Reader Program. Action Type: Professional Development 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"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCUSION: Orchard Software and SkillsTutor are available in both computer labs as well as media center. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: 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</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET:</p>

<p>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: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>COLLABORATION: A Response-To-Intervention (RTI) Team will be formed to meet the instructional needs of all students, including those who are low level learners 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 interventionist, school counselor, classroom teachers, and school psychology specialist. In addition to classwork, other assessments such as DIBELS, DRA, STAR MATH, STAR READING, and TARGET TEST 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</p>	<p>Ligie Waddell</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: To evaluate the SkillsTutor 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 progress in the</p>	<p>Ligie Waddell, Sue Dail</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET:</p>

SkillsTutor and/or Orchard Programs. Classroom teachers will review computer printouts and classroom performance assessments to determine proficiency levels of students. Teachers will continue to re-evaluate AIP's and note progress of students. The 2012-2013 SkillsTutor 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: Program Evaluation Action Type: Technology Inclusion				
PROFESSIONAL DEVELOPMENT, ALIGNMENT & COLLABORATION: Teachers will collaborate on implementation of research-based instructional strategies to improve student achievement on the Augmented Benchmark Test. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Ligie Wadell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Total Budget:				

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 Middle School is a public school located within the Sloan-Hendrix School Dist. in Lawrence County now serving students in grades 5-7. On the day children were measured, BMI was assessed for 39 6th grade students 2009; 27 students in 2010; and 37 students in 2011.
2. In 2008-2009 Body Mass Index data showed that 64.7% of male students were overweight or at risk of being overweight. That same year 47.6% of female students

Supporting Data:

were overweight or at risk of being overweight. In 2009-2010 Body Mass Index data showed that 45.5% of male students were overweight or at risk of being overweight. That same year 40.6 % of female students were overweight or at risk of being overweight. In 2010-2011 Body Mass Index data showed that 45.5% of male students were overweight or at risk of being overweight. That same year 33.3% Middle School female students were overweight or at risk of being overweight. Definite improvement is being made at Sloan-Hendrix in the area of childhood obesity.

3. 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.
 4. 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%.
 5. Lawrence County Poverty Rate as per 2009 census: 23.5%
 6. Randolph County Poverty Rate as per 2009 census: 20.0%
- Sharp County Poverty Rate as per 2009 census: 21.9%
7. In the school year 2011-12 the attendance rate was 3.9%. In the school year 2012-13 the attendance rate was 95.91% which represents a 2.01% increase.

Goal All students will demonstrate an improved BMI score.
 Benchmark Sloan-Hendrix Middle School students 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: Food products will not be used as rewards or incentives in classrooms. However, nutritional snacks will be given to students during mandated testing weeks. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET:

<p>TITLE I SCHOOLWIDE & WELLNESS: A full-time nurse has been hired for 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. Susan Malone(.33 FTE) Action Type: Title I Schoolwide Action Type: Wellness</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers will attend professional development presented by the County Extension service to learn ways to present nutrition education to students. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	<hr/> <p>ACTION BUDGET:</p>
<p>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</p>	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT: Information will be included in Parent Informational Packets to help parents provide healthy foods to their children. These packets will be provided at the beginning of the year to all students and new students as they register. Action Type: Parental Engagement Action Type: Wellness</p>	Becky Foreman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET:</p>
<p>COLLABORATION: Sloan-Hendrix Middle School will work with area behavioral</p>	Ligie Waddell	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION</p>

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		06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	BUDGET:
WELLNESS: Class parties will be limited to one per year-Christmas. 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. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET:
COLLABORATION & WELLNESS: All students will be presented the Nutrition Adventure program by the County Extension Service. This will be done in Middle School science classes. Action Type: Collaboration Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET:
WELLNESS: Body Mass Index evaluations are done annually for students in grade 6. Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET:
Total Budget:				0

Intervention: Guidelines for School and Community Programs to Promote Healthy 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
WELLNESS: 5th and 6th 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"> • District Staff • Teachers 	ACTION BUDGET:
PARENTAL ENGAGEMENT & WELLNESS: Information will be included in Parent Informational Packets 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"> • District Staff 	ACTION BUDGET:

COLLABORATION: Lessons will be provided to students promoting Dental Health. Dr. Aaron Murphy will be available to present such programs to classes. Action Type: Collaboration Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET:
PROGRAM EVALUATION: The Wellness Policy committee will meet yearly to review and update the Wellness Policy. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Mike Baker, Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET:
ALIGNMENT: All students will participate in 60 minutes weekly, or its equivalency, of structured physical education. Action Type: Alignment Action Type: Wellness	Ligie Waddell, Charles Ring	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET:
WELLNESS: 7th grade students may participate in Jr. High Basketball and track. Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET:
EQUITY & WELLNESS: Students will not be withheld from physical education classes or physical activities as a punishment for behavior problems. Action Type: Equity Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <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"> • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET:
EQUITY & WELLNESS: An intramural elementary basketball program will be offered to boys and girls in grades 5 and 6. The program will emphasize participation rather than competition, thus all students will be given equal playing time. Students may also play on the school teams that compete against other school in the area.	Ligie Waddell, Charles Ring	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> <hr/> ACTION BUDGET:

Action Type: Equity Action Type: Wellness				
COLLABORATION & WELLNESS: 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 lead the program and teams will participate in the leagues at Pocahontas. Action Type: Collaboration Action Type: Wellness	Ligie Waddell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<hr/> ACTION BUDGET:
WELLNESS: An employee Health Fair will be held annually for all Sloan-Hendrix employees. Screenings will be done for cholesterol, glucose and blood pressure. Area health care personnel will help with the screenings. Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	<hr/> ACTION BUDGET:
COLLABORATION & WELLNESS: All students and 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 personnel will administer the shots. Action Type: Wellness	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<hr/> ACTION BUDGET:
COLLABORATION & WELLNESS: The Alcohol, Tobacco, and Other Drugs Coalition of Lawrence County will provide the school counselor with a program which includes 45 minute lessons weekly to 5th and 6th grade students that will promote awareness of the dangers of using drugs and alcohol. The program will teach ways to establish healthy lifestyles. Action Type: Collaboration Action Type: Wellness	Ligie Waddell, Shara Phares	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> ACTION BUDGET:
WELLNESS: Vision and hearing screenings are done each year for 6th grade students. Any student new to the district are screened as well as any child who is referred by teachers or	Susan Malone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET:

parents. Also, scoliosis screenings are done each year for 6th grade girls. Action Type: Wellness				
COLLABORATION & WELLNESS: 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	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET:
Total Budget:				0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Dan Matthews	Business Owner	Math
Business Representative	Gevan Murphy	Pharmacist	Literacy/Wellness
Business Representative	Wendell Morris	Propane Supply	Literacy/Wellness
Classroom Teacher	Angela Gilbreath	Math Teacher	Math
Classroom Teacher	Cathy Harpole	Special Education	Literacy
Classroom Teacher	Charles Ring	Science Teacher	Math
Classroom Teacher	Cheryl Hufstedler	Math Teacher	Math
Classroom Teacher	Christine Murphy	Art/Reading	Literacy
Classroom Teacher	Heather Brand	Literacy Teacher	Literacy
Classroom Teacher	Jennifer Dail	Math/Science Teacher	Math
Classroom Teacher	Linda Wallis	Literacy Teacher	Literacy
Classroom Teacher	Lisa Holland	Business Teacher	Literacy
Classroom Teacher	Melanie Stephens	Science Teacher	Literacy
Classroom Teacher	Sheila Deshazo	Music/Band Instructor	Literacy
Classroom Teacher	Shelia DeShazo	Music/Band Instructor	Math
Classroom Teacher	Sue Dail	Middle School Social Studies	Literacy
Community Representative	Aaron Murphy	Dentist/School Board Member	Wellness
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	Chelsea Matheny	Former PE/Literacy Teacher	Literacy, Wellness
Community Representative	Martha Johnson	Retired Media Specialist	Literacy
Community Representative	Sharon Murphy	Retired Classroom Teacher	Math
Community Representative	Shawn Johnson	Police Officer	Wellness
Community Representative	Steve Huddleston	School Board Member, Retired Police	Wellness
Community Representative	Steve Jones	Fire Training Instructor	Math/Wellness
Community Representative	Willene Austin	RN	Wellness
District-Level Professional	Becky Foreman	Literacy Coach	Literacy/ACSIP leadership/Wellness
District-Level Professional	Deborah Lillard	Lunchroom Manager	Wellness
District-Level Professional	Michael Baker	Math Coach/Federal Programs Coordinator	Math/ACSIP Leadership
District-Level Professional	Mitch Walton	Superintendent	Wellness
District-Level Professional	Susan Malone	School Nurse	Wellness

Non-Classroom Professional Staff		Speech Therapist	Literacy
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 Intervention	Literacy
Non-Classroom Professional Staff	Randy Gholson	Tech Coordinator	ACSIP leadership
Non-Classroom Professional Staff	Rebecca Jones	Parent Center Facillitator/GT	Parental Involvement/Wellness
Non-Classroom Professional Staff	Shara Phares	Counselor	ACSIP Leadership/Wellness
Non-Classroom Professional Staff	Stacey Wilson	Math Specialist	Math
Non-Classroom Professional Staff	Tamara Blissenbach	Adm Secretary	Literacy
Parent	Dorinda Dail	Homemaker/College Student	Math
Parent	Kendra Woodard	College Student	Literacy
Parent	Kristie Stallings	Homemaker	Parental Involvement
Principal	Ligie Waddell	Principal	ACSIP leadership