

NELSON WILKS HERRON ELEMENTARY
2465 Rodeo Drive, Mountain Home AR 72653

Arkansas Comprehensive School Improvement Plan

2013-2014

Nelson-Wilks-Herron Elementary recognizes that our world is increasingly diverse and technological. We are committed to providing a safe environment in which we strive to inspire our students to be the best they can be as we prepare them for their role in society. We will promote the following:

- *Success of an academic curriculum focusing on literacy and math,
- *Problem solving and higher order thinking skills,
- *Technology skills,
- *Responsible citizenship,
- *Appreciation of and respect for our multi-cultural world,
- *Productive learning habits,
- *Physical and emotional well-being.

Excellence in education. Every student. Every time.

Grade Span: 1-2

Title I: Title I Schoolwide

School Improvement: A

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Goal: All students will demonstrate an improvement in Geometry and Data Analysis and Probability through open response application.

Priority 2: Literacy

Goal: All students will demonstrate an improvement in reading practical passages and in writing in the content and style domain.

Priority 3: Wellness

Goal: Nelson Wilks Herron will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1:

Mathematics

1. 2013 Mathematics BENCHMARK DATA, Grade 3: *90% of combined students scored proficient or advanced *92% of Caucasian students scored proficient or advanced *88% of economically disadvantaged students scored proficient or advanced *68% of special education students scored proficient or advanced 2013 Mathematics BENCHMARK DATA, Grade 4: *90% of combined students scored proficient or advanced *90% of Caucasian students scored proficient or advanced *87% of economically disadvantaged students scored proficient or advanced *71% of special education students scored proficient or advanced 2013 Mathematics BENCHMARK DATA, Grade 5: *81% of combined students scored proficient or advanced *82% of Caucasian students scored proficient or advanced *77% of economically disadvantaged students scored proficient or advanced *44% of special education students scored proficient or advanced MATH BENCHMARK DATA, Grade(s) 3,4,5 : In 2012, 88.75% of combined students scored proficient or advanced and 83.95% of TAGG (Targeted Achievement Gap Group) scored proficient or advanced. ESEA Subgroups performed as listed: 85.18% of economically disadvantaged students scored proficient or advanced; n<10% of English Learner students scored proficient or advanced; 88.88% of Caucasian students scored proficient or advanced; n<10% of African American students scored proficient or advanced; and 79.17% of Hispanic students scored proficient or advanced.
2. Mathematics BENCHMARK DATA, Grade 3: In 2011, 88% of combined students scored proficient or advanced showing weaknesses in geometry open response; 88% of Caucasian students scored proficient or advanced showing weaknesses in geometry open response; 84% of economically disadvantaged students scored proficient or advanced showing weaknesses in geometry open response; 58% of special education students scored proficient or advanced showing weaknesses in geometry open response.
3. Mathematics BENCHMARK DATA, Grade 3: In 2010, 89% of combined students scored proficient or advanced showing weaknesses in open response, geometry; 89% of Caucasian

Supporting Data:

students scored proficient or advanced showing weaknesses in open response, geometry; 87% of economically disadvantaged students scored proficient or advanced showing weaknesses in open response, geometry; 67% of special education students scored proficient or advanced showing weaknesses in open response, geometry.

4. IOWA TESTS OF BASIC SKILLS, MATH, Grade 1 : In 2013, % of combined population who scored at/above 50th percentile 55%: Concepts. 57%: Problems. 57%: Math Total. IOWA TESTS OF BASIC SKILLS, MATH, Grade 2 : In 2013, % of combined population who scored at/above 50th percentile 61%: Concepts. 58%: Problems. 59%: Math Total.
5. MATH NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2013 grades 3,4,5 Benchmark exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2013 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Open response: data analysis and geometry.
6. The expected AMO (annual measurable objective) for percentage proficient of our students in grades 3,4,and 5 2012 Math was 91.1 % for all students; we missed this benchmark with 88.75 % of our students proficient. Our TAGG (Targeted Achievement Gap Group) expected AMO was 91.1 %. Our TAGG missed this benchmark with 83.95 % of our students proficient. The expected AMO for percentage of all students who made growth in 2012 literacy was 88.56 %; we missed this benchmark by 14.67 % with 64.14 % of our students making growth. Our TAGG missed their benchmark of 75.22 % by 18.35 % with 56.87 % of our students making growth.
7. Attendance rate - 95%

Goal	All students will demonstrate an improvement in Geometry and Data Analysis and Probability through open response application.
Benchmark	It is expected that Mountain Home Kindergarten, Nelson Wilks Herron Elementary, and Hackler Intermediate School will exceed the 2014 AMO (Annual Measurable Objective) Math proficiency benchmark of 92.72% for all students and 89.31% for TAGG (Targeted Achievement Gap Group - students with disabilities, English learners, and economically disadvantaged students.) Also, the percentage of students meeting the growth AMO percentage in Math will exceed the 2014 AMO of 82.66% for all students and 79.73% for TAGG.

Intervention: Standards Based Math				
Scientific Based Research: Sconiers, S, Director, COMAP. (2002). "The ARC Center Tri-State Student Achievement Study." Consortium for Mathematics and Its Applications.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, paraprofessionals, and administrators will be provided with support by math grade level coaches as well as the district math specialist. Action Type: Professional Development	Cristy Neighbors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Teachers will utilize IOWA test data to develop Academic Improvement Plans (AIP) for qualifying students at risk. Action Type: AIP/IRI Action Type: Equity	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will involve parent and community volunteers in working with at risk students in classroom. Action Type: Collaboration Action Type: Parental Engagement	Cathleen Roberson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
Open response and enhanced multiple choice items will be utilized in instruction of students. Action Type: Equity	Cristy Neighbors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$

All students will be scheduled to use the computer lab. The computer lab allows for reinforcement of skills. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Cathy Ruiz	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
PARENT INVOLVEMENT MEETINGS: A Parent Curriculum Orientation Meeting will be held to inform parents about the district math curriculum. Parents will be notified in the Weekly Newsletter and through ALERT NOW. Action Type: Parental Engagement	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Appropriate materials and supplies, such as Base 10 Blocks, will be purchased for 30 classroom teachers to enhance and supplement the math program to meet CCSS as funds allow.	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014		Title I - Materials \$2100.00 & Supplies: ACTION BUDGET: \$2100
Math DIBELS assessment will be administered at regular intervals throughout the year to allow teachers to assess student progress and make any instructional changes needed to ensure mastery of skills. 2013 end of the year DIBELS assessment indicates growth. For example, in the area of Number facts 94% of first graders and 84% of second graders scored above the at risk level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$2100

Intervention: Curriculum Alignment

Scientific Based Research: Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will meet annually in grade level meetings to evaluate their curriculum maps according to the Common Core State Standards in math. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will implement Common Core State Standards in Math Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: Teachers will align math curriculum to district technology plan and have cross grade meetings to vertically align the	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

curriculum. Grade level meetings will be held to horizontally align and pace grade level curriculum. Pacing guides will be developed Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers 	
INVOLVE TEACHERS IN DECISION MAKING: Teachers will review benchmark and IOWA test scores annually to determine effectiveness of curriculum pacing/mapping guides and success of the intervention. Teachers will also update all math pacing guides. Data disaggregation was used to develop interventions groups and to adjust pacing guides as needed to address testing strands in August 2013. Spring 2013 ITBS Test results indicate that first graders scored in the 57nd percentile overall in math while the second graders scored in the 59th percentile in math. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Grade level meetings (including Special Ed and GATE) will be held on implementation and updates of performance standards. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS/STRATEGIES Nelson Wilks Herron has insured that all students are instructed by highly qualified teachers. NWH recruits highly qualified teachers by advertising through job fairs and posting open positions on the school website. Trained mentors are utilized to maximize new teacher effectiveness and encourage retention of highly qualified teachers. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Teachers will align the math curriculum with the Common Core State Standards and develop a 2013/2014 pacing guide. Action Type: Alignment	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
NWH will have access to My Lesson Planner to collaborate with fellow teachers on lesson planning and incorporation of CCSS into lesson plans. Action Type: Collaboration Action Type: Technology Inclusion	Leah Cotter, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	Title I - Materials & Supplies: \$1841.04 <hr/> ACTION BUDGET: \$1841.04

Total Budget:				\$1841.04
Intervention: After School Tutoring				
Scientific Based Research: Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will continue implementation of After School Tutoring Program. Action Type: Collaboration Action Type: Equity	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
After-school program instructors will use data forms, Kid's College assessments, Math DIBELS, ITBS scores and AIP's to evaluate progress of students, and effectiveness of the program. End of the year math DIBELS indicate growth. For example, at the end of the year 96% of first graders scored above the at risk level in the area of Number counting and 90% of second graders scored above the at risk level in the area of Math Concepts. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sarah Rosa	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Appropriate materials to supplement the after school tutoring program will be purchased. Action Type: Collaboration Action Type: Equity	Mary Ellen Kressin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will create a positive school environment with emphasis on safety, character-building activities and multi-cultural activities. Action Type: Collaboration Action Type: Equity	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Improve parent/guardian participation and communication.				
Scientific Based Research: Henderson, A.T., Mapp, K.L., (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement. Southwest Educational Developmental Library.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENT/TEACHER CONFERENCES: Encourage parent/guardian participation in the two Parent-Teacher conferences. COMPACT: Have parents sign a Parent/Student/Teacher/Principal compact. PARENTAL CONCERNS - HANDBOOK: The school's process for resolving parental concerns is in the school's handbook. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PARENTS INVOLVED IN EDUCATION (PIE): Continue support of Parents Involved in	Leah Cotter	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Education (PIE). Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement		End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	BUDGET:
INFORMATIONAL PACKETS: Prepare Informational Packets for distribution at time of registration. Update Informational Packets annually. Action Type: Collaboration Action Type: Parental Engagement	Debbie Sabo	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$
Materials and supplies will be provided for parents'/guardians' programs and activities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cathleen Roberson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Review percentage of parents attending parent/teacher conferences and percentage of parents volunteering to determine effectiveness of intervention. Sign in sheets indicate 87% of parents attended the Fall Parent/Teacher conferences. 119 parents volunteered during the year with a total of 5,637 volunteer hours. Action Type: Parental Engagement Action Type: Program Evaluation	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: Based on Analysis of student data, literacy has been identified as an area in need of improvement.
- Supporting Data:
- 2013 Literacy BENCHMARK DATA, Grade 3: *83% of combined students scored proficient or advanced *85% of Caucasian students scored proficient or advanced *79% of economically disadvantaged students scored proficient or advanced *56% of special education students scored proficient or advanced 2013 Literacy BENCHMARK DATA, Grade 4: *93% of combined students scored proficient or advanced *93% of Caucasian students scored proficient or advanced *90% of economically disadvantaged students scored proficient or advanced *76% of special education students scored proficient or advanced 2013 Literacy BENCHMARK DATA, Grade 5: *88% of combined students scored proficient or advanced *89% of Caucasian students scored proficient or advanced *85% of economically disadvantaged students scored proficient or advanced *39% of special education students scored proficient or advanced LITERACY BENCHMARK DATA, Grade(s) 3,4,5 : In 2012, 90.95% of combined students scored proficient or advanced and 86.89% of TAGG (Targeted Achievement Gap Group) scored proficient or advanced. ESEA Subgroups performed as listed: 88.1% of economically disadvantaged students scored proficient or advanced; n<10% of English Learner students scored proficient or advanced; 90.83% of Caucasian students scored proficient or advanced; n<10% of African American students scored proficient or advanced; and 91.67% of Hispanic students scored proficient or advanced.
 - Literacy BENCHMARK DATA, Grade 3: In 2011, 81% of combined students scored proficient or advanced showing weaknesses in open response, reading content; 81% of Caucasian students scored proficient or advanced showing weaknesses in open response, reading content; 74% of economically disadvantaged students scored proficient or advanced showing weaknesses in open response, reading content; 58% of special education students scored proficient or advanced showing weaknesses in open response, reading content.
 - Literacy BENCHMARK DATA, Grade 3: In 2010, 78% of combined students scored proficient or advanced showing weaknesses in open response, reading content; 78% of Caucasian students scored proficient or advanced showing weaknesses in open response, reading content; 73% of economically disadvantaged students scored proficient or advanced showing weaknesses in open response, reading content; 70% of special education students scored proficient or advanced showing weaknesses in open response, reading content.
 - IOWA TESTS OF BASIC SKILLS, READING/LANGUAGE, Grade 1 : In 2013, % of combined population who scored at/above 50th percentile 52%: Vocabulary. 68%: Reading Comprehension. 63%: Reading Total. 73%: Spelling. 62%: Language Total. IOWA TESTS OF BASIC SKILLS, READING/LANGUAGE, Grade 2 : In 2013, % of combined population who

scored at/above 50th percentile 64%: Vocabulary. 73%: Reading Comprehension. 69%: Reading Total. 63%: Spelling. 65%: Language Total.

5. LITERACY NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2013 grades 3,4,5 Benchmark exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2013 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Open response: reading-practical passages and Writing-Content and Style Domain.
6. The expected AMO (annual measurable objective) for percentage proficient of our students in grades 3,4,and 5 2013 Literacy was 89.40 for all students; we missed this with 88.57% of our students proficient. Our TAGG (Targeted Achievement Gap Group) expected AMO was 85.27 %. Our TAGG missed this benchmark with 84.10% of our students proficient.
7. Attendance rate - 95%

Goal All students will demonstrate an improvement in reading practical passages and in writing in the content and style domain.

Benchmark It is expected that Mountain Home Mountain Home Kindergarten, Nelson Wilks Herron Elementary, and Hackler Intermediate School will exceed the 2014 AMO (Annual Measurable Objective) Literacy proficiency benchmark of 90.46% for all students and 86.74% for TAGG (Targeted Achievement Gap Group - students with disabilities, English learners, and economically disadvantaged students.) Also, the percentage of students meeting the growth AMO percentage in literacy will exceed the 2014 AMO of 90.64% for all students and 88.51% for TAGG.

Intervention: Early Literacy Learning in Arkansas (ELLA)(K-1) and Effective Literacy (ELF) for 2nd grade.				
Scientific Based Research: Reading Recovery and Early Literacy Training Center. (2002). Arkansas Comprehensive School Reform Model; Program Highlights for School Years 2001-2001. University of Arkansas at Little Rock.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will involve the community in emphasizing literature to students through RIF (Reading Is Fundamental) activities with First and Second grade students. Action Type: Collaboration	Cheryl Human	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • None 	ACTION BUDGET: \$
Teachers will continue to receive training in ELLA techniques. Teachers will attend training as needed. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • None 	ACTION BUDGET: \$
Title II-A funds will be used to reduce class size to enhance instruction by hiring one first grade teacher (S. Setzer - 1.00 FTE) as numbers indicate, utilizing CSR classroom reduction funding. Action Type: Collaboration Action Type: Equity	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • None 	Title II-A - Employee Benefits: \$11765.00 Title II-A - Employee Salaries: \$39370.00 Title II-A - Purchased Services: \$810.00 <hr/> ACTION BUDGET: \$51945
Teachers will utilize IOWA, ELLA, DIBELS, or Kid's College to	Rita Persons	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

determine academic improvement plan (AIP) for students. Action Type: AIP/IRI		End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	
Additional materials, such as fiction and non-fiction books, will be purchased for 30 classroom teachers to enhance and supplement CCSS as funds become available. Action Type: Collaboration	Laurie Cramton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Materials & \$4500.00 Supplies: <hr/> ACTION BUDGET: \$4500
An alternative learning environment will be provided for students who have difficulty learning in a regular classroom setting. One teacher (J. Grabowski - 1.00 FTE.) Appropriate materials and supplies will be purchased for the program. Salary and benefits will be paid. Action Type: Equity	Joe Grabowski	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ALE (State- 275) - \$14398.48 Employee Benefits: ALE (State- 275) - \$51250.00 Employee Salaries: ALE (State- 275) - \$1200.00 Purchased Services: <hr/> ACTION BUDGET: \$66848.48
The Literacy Coaches and Principal will monitor and discuss the effectiveness of the Literacy components in the classroom. Literary evaluation components will be used as pre- and post-testing to provide data for effectiveness of the program. The IOWA Spring 2013 test results indicate first graders scored at the 68th National percentile rank in reading comprehension and second graders scored at the 63rd National percentile rank in reading comprehension. Action Type: Collaboration Action Type: Program Evaluation	Norma Prentiss	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Teachers will continue to be trained in ELF techniques. Teachers will attend training as needed. Action Type: Professional Development	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Teachers will receive training in writing strategies (IE:Balanced Literacy Approach, Writing that Works, Teaching the Qualities of Writing, and the Buffalo Open Writing Project) when available. Action Type: Professional Development Action Type: Special Education	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Literacy services will be evaluated annually based on DIBELS, IOWA scores, Kid's College Reports, and teacher input. Programs and	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

personnel will be frequently monitored by the Administration and Literacy Coaches. Action Type: Collaboration			<ul style="list-style-type: none"> Teachers 	
The district will continue the employment of a Paraprofessional (C Ruiz - 1.00 FTE) who meets "No Child Left Behind" Highly Qualified requirements. The paraprofessional will be employed to work with students providing one-on-one point-in-time tutoring, computer instructional assistance, and instructional support services under the supervision of a highly qualified teacher or academic coaches.	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$123293.48
Intervention: Comprehensive Literacy Model (SBRR Core Literacy Program) (K-12)				
Scientific Based Research: Reading Recovery and Early Literacy Training Center. (2002). Arkansas Comprehensive School Reform Model; Program Highlights for School Years 2001-2001. University of Arkansas at Little Rock.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be provided as available for purchasing materials to provide non-fiction books to enhance the literacy programs in 30 classrooms. Action Type: Collaboration	Norma Prentiss	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Assessments such as DIBELS, Star Reading, and Kid's College will be administered throughout the year to evaluate the effectiveness of Literacy instruction. End of the year DIBELS indicate growth. For example, 87% of the second grade students scored above the at risk level in reading fluency on the DORF assessment, and 83% of first grade students scored above the at risk in reading fluency on the DORF assessment. Action Type: Program Evaluation	Laurie Cramton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Purchased Services: \$14569.00 Title I - Materials & Supplies: \$8000.00 ACTION BUDGET: \$22569
First Grade will include and implement all components of ELLA that correlate with the CCSS. Action Type: Alignment Action Type: Collaboration	Cristy Neighbors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Literacy Coaches will be available to model new techniques and strategies in the classroom. Action Type: Collaboration	Norma Prentiss	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Nelson Wilks Herron Elementary School is an approved school-wide project and therefore meets the following attributes: (1) needs assessment, (2) reform strategies, (3) instruction by highly qualified teachers, (4) professional development, (5) strategies implemented to attract highly	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

<p>qualified teachers, (6) parent involvement, (7) transition activities, (8) measures to include teachers in decisions, (9) point-in-time remediation, and (10) coordination and integration of programs. Action Type: Title I Schoolwide</p>				
<p>NSLA funds will be used to employ and train two (N. Prentiss, L. Cramton - 1.00 FTE each) literacy coaches to work with teachers in the area of literacy. Professional development costs (registration and travel) will be provided. Literacy materials and supplies will be purchased for use in working with teachers and students. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Leah Cotter</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<p>NSLA (State-281) - Employee Benefits: \$27956.57 NSLA (State-281) - Employee Salaries: \$103850.00 <hr/>ACTION BUDGET: \$131806.57</p>
<p>POINT-IN-TIME TUTORING: The district will continue the employment of three Title I Paraprofessionals (R. Martin, L. Carpenter, S. Almond - 1.00 FTE each) and one NSLA paraprofessional, R. Allen - 1.00 FTE) who meet "No Child Left Behind" Highly Qualified requirements. These paraprofessionals will be employed to work in classrooms and computer labs providing one-on-one point-in-time tutoring, computer instructional assistance, and instructional support services under the supervision of a highly qualified teacher or academic coaches. The computer lab paraprofessionals will assist teachers in implementing computer based instruction and reinforcement for students. Paraprofessionals will receive appropriate Professional Development as needed. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Leah Cotter</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	<p>Title I - Purchased Services: \$3240.00 Title I - Employee Salaries: \$81317.00 Title I - Employee Benefits: \$30249.00 NSLA (State-281) - Purchased Services: \$7970.00 NSLA (State-281) - Employee Benefits: \$3661.00 NSLA (State-281) - Employee Salaries: \$9621.00 <hr/>ACTION BUDGET: \$136058</p>
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to hire Instructional</p>	<p>Leah Cotter, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$20000.00 <hr/>ACTION BUDGET: \$20000</p>

Facilitators who help coordinate our Literacy curriculum as well as provide mentoring activities. ACSIP team will work with the alignment committee as needed to ensure coordination of funds. Action Type: Title I Schoolwide				
The Mountain Home School District shall employ an English Language Learner teacher (N. Lassen - .25 FTE Title I, .125 FTE ELL) whose duties shall include: assessing ELL students, conferencing with students and parents, providing services for those students needing them, providing classroom teachers with training and resources, and ensuring ELL frameworks are followed. Action Type: Equity	Dr. L Gigliotti	Start: 07/01/2013 End: 06/30/2014		ELL (State-276) - Employee Salaries: \$5529.00 ELL (State-276) - Employee Benefits: \$1606.00 Title I - Employee Benefits: \$3237.00 Title I - Employee Salaries: \$11182.00 <hr/> ACTION BUDGET: \$21554
Total Budget:				\$331987.57

Intervention: Implement the Susan Barton Reading and Spelling System as an intervention to improve literacy skills for at-risk students.

Scientific Based Research: Early intervention for reading problems reduces the number of students identified as learning disabled (Dickson & Bursuck, 1999; Jenkins & O'Connor, O'Connor 2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Data will be collected from DIBELS assessments to identify the at-risk students and will also be reviewed to determine the success of the intervention. End of the year DIBLES assessments indicate growth. For example, on the end of the year DORF assessment, 93% of first graders were reading above the at risk level in reading fluency, and 89% of second graders were above the at risk level in reading fluency. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Laurie Cramton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The Susan Barton Reading and Spelling Student Screening will be given to the students identified as at-risk to aid in determining placement in the tutoring program. Action Type: AIP/IRI Action Type: Equity	Jennie Riley	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: After-School Tutoring program

Scientific Based Research: Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will create a positive school environment with emphasis on improving language, reading skills.	Laurie Cramton	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

and writing skills. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion		06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	
After-school teachers will utilize Susan Barton Reading and Spelling System, Kid's College, Treasure's Tier 2 Interventions and Fountas and Pinnell Leveled Literacy Intervention as interventions for improving student performance. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Mary Ellen Kressin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A committee of instructors will be formed to annually evaluate progress of students and the effectiveness of the program based upon data obtained from DIBELS, 2013 ITBS, and Star Reading. Spring ITBS scores indicate growth. For example, first graders scored in the 68th percentile in reading comprehension and second graders scored in the 73rd percentile in reading comprehension. Action Type: Collaboration Action Type: Program Evaluation	Norma Prentiss	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
NSLA funds will be used to employ Before/After-School tutors (\$45 per hour) for those students qualifying for the programs. Eight tutors will provide a total of 330 hours of tutoring October, 2013 - April, 2014. Tutors will receive appropriate professional development as needed. Action Type: Collaboration Action Type: Equity	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - \$1690.00 Materials & Supplies: NSLA (State-281) - \$3310.00 Employee Benefits: NSLA (State-281) - \$15000.00 Employee Salaries: <hr/> ACTION BUDGET: \$20000
Total Budget:				\$20000

Intervention: Curriculum Alignment.				
Scientific Based Research: Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development. Jacobs, H. (1997) Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision & Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
CPS/ALE students will receive appropriate reading instruction with reinforcement of skills. A paraprofessional will be assigned to the CPS/ALE. Action Type: Collaboration Action Type: Equity	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$

Teachers will meet in grade level meetings to continue vertical instructional and curricular alignment. Action Type: Collaboration	Mary Ellen Kressin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will work with specialists to align K-5 literacy curriculum. Action Type: Alignment Action Type: Collaboration	Leigh Anne Gigliotti	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Trained Mentors will be utilized to maximize new teacher effectiveness. (Pathwise mentoring) Action Type: Collaboration	Darla Deatherage	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Teachers will review ITBS scores annually to determine effectiveness of curriculum pacing/mapping guides and success of the intervention. Teachers will also update all literacy pacing. Data disaggregation was used to develop interventions groups and to adjust pacing guides as needed to address testing strands in August 2013. The Spring 2013 ITBS scores show growth in literacy skills. For example, first grade scored in the 66th percentile in Reading comprehension and second grade scored in the 75th percentile in reading comprehension. Action Type: Collaboration Action Type: Program Evaluation	Mary Ellen Kressin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Professional Development Opportunities will be provided for staff members.

Scientific Based Research: Research Points (2005). Teaching Teachers: Professional Development to Improve Student Achievement. American Educational Research Association.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: In order to meet CCSS, teachers will participate in professional development activities throughout the year including but not limited to: CGI Training, CGI follow-up, Project Based Learning, AAAE Conference, and book studies. (Travel expenses, meals, lodging, mileage, workshop salaries (\$100 per day) for summer attendance, sub pay (\$86 per day) will be paid.) Action Type: Professional Development Action Type: Title I Schoolwide	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> None 	Title II-A - Purchased Services: \$8976.50 Title II-A - Materials & Supplies: \$77.50 Title II-A - Employee Salaries: \$781.00 Title II-A - Employee Benefits: \$165.00 PD (State-223) - Purchased Services: \$2488.98 PD (State-223) - Materials & Supplies: \$815.00 PD (State-223) - \$330.00

				<p>Employee Benefits: PD (State-223) - \$1562.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$15195.98</p>
District staff attending conferences will provide materials and training to other staff members, as needed, in order to increase student achievement and teacher knowledge. Action Type: Professional Development	Rita Persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
Professional Development effectiveness will be measured by the number of teachers obtaining 60 hours of required professional development each year. 100% of teachers obtained 60 or more hours of required professional development in 2012/2013. Action Type: Professional Development Action Type: Program Evaluation	Leah Cotter	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>
Opportunities will be provided for teachers to participate in learning communities during the 2013/2014 school year.	Leah Cotter	Start: 07/01/2013 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>
Administration will attend appropriate Professional Development as needed such as but not limited to the AAEA Conference , Instructional Leader meetings, ED-FI Dashboard Training, TESS for Principals. Action Type: Professional Development	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	PD (State-223) - Purchased Services: \$2416.96 <hr/> <p>ACTION BUDGET: \$2416.96</p>
The librarian will attend appropriate Professional Development as needed. Such as but not limited to the AAIM Conference. Substitute pay of 86.00 per day will be provided. Action Type: Professional Development	Cheryl Human	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	PD (State-223) - Purchased Services: \$786.29 <hr/> <p>ACTION BUDGET: \$786.29</p>
Counselor will attend appropriate Professional Development as needed such as but not limited to the AR SCA Summer Conference. Action Type: Professional Development	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$683.16 <hr/> <p>ACTION BUDGET: \$683.16</p>
Visual Arts teachers will attend professional development as needed, such as, but not limited to Sound 101, 2103 National	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$2161.00 <hr/> <p>ACTION BUDGET: \$2161.00</p>

Association of Music Educators. Substitute pay will be provided at 86.00 per day. Action Type: Professional Development				ACTION BUDGET: \$2161
Music teachers will attend professional development such as but not limited to iPads for Teachers and RAW ART as needed. Action Type: Professional Development	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$162.12 <hr/> ACTION BUDGET: \$162.12
The PE coach will attend professional development such as but not limited to Fitness Activities for the Secondary Level and Indoor Games...Little Equipment as needed. Action Type: Professional Development	Marcus McCain	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$222.12 <hr/> ACTION BUDGET: \$222.12
Special Education teachers will attend professional development: ASPA Fall Conference, Special Ed Law, and Due Process. Action Type: Professional Development	Rita Persons	Start: 07/01/2103 End: 06/30/2014	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$2451.56 <hr/> ACTION BUDGET: \$2451.56
Teachers will attend professional development related to the Teacher Excellence Support System (TESS.) Action Type: Professional Development	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff None 	PD (State-223) - Purchased Services: \$920.00 <hr/> ACTION BUDGET: \$920
Total Budget:				\$24999.19

Intervention: Parental/Guardian engagement

Scientific Based Research: Scientific Based Research: Henderson, A.T., Mapp, K.L.,(2002). A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement. Southwest Educational Development Library.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Weekly newsletters will be used to keep parents informed of events happening at school. Parental tips are included. Action Type: Parental Engagement	Michelle Paden	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$3375.00 <hr/> ACTION BUDGET: \$3375
Involve parents/guardians and community volunteers in working with at-risk readers in classrooms. Action Type: Collaboration Action Type: Parental Engagement	Linda Bauer	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
INSTRUCTION TO PARENTS - LEARNING ACTIVITIES AT HOME: Title 1 funds will be used by the district to provide a Parent Community Involvement	Rachel Martin	Start: 07/01/2013 End: 06/30/2014		Title I - Employee Salaries: \$20473.00 Title I - \$7595.00

<p>Facilitator(M. Morgan - 1.00 FTE) to coordinate parent center materials and facilitate parent center activities. The Parent Center Coordinator will collaborate with teachers to assist parents in understanding balanced literacy concepts. Professional development will be provided for the coordinator - registration, travel). Materials and supplies will be purchased for parents to check out to use at home with their children. Action Type: Collaboration Action Type: Parental Engagement</p>				<p>Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$28068</p>
<p>Literature will be emphasized through school initiatives such as the Book Fair. Librarian will hold a parent night in relation to the book fair. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Cheryl Human</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: The parent coordinator, teachers and administrators will receive training on how to encourage parent participation and involvement in the educational process as well as setting expectations and creating a climate conducive to parental participation. (a) Two hours of professional development, which may be included in the 60 required hours of professional development, will be provided, (b) Three hours of professional development opportunities will be provided for administrators, in addition to the 60 hours of required professional development. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Rita Persons</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Nelson Wilks Herron will employ One full-time counselor to work with students, parents, teachers and administrators to meet the needs of individual students and groups. Appropriate materials and supplies will be purchased for counselor's work with students. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Leah Cotter</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>NSLA (State-281) - Purchased Services: \$500.00 NSLA (State-281) - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$2000</p>
<p>PARENT INVOLVEMENT FACILITATOR: Nelson Wilks Herron Elementary School will employ a teacher as parent-involvement facilitator for the Nelson Wilks Herron Elementary School. Action Type: Parental Engagement</p>	<p>Leah Cotter</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

Nelson Wilks Herron will provide for the physical, academic, and emotional needs of diverse students by providing a school nurse. Action Type: Collaboration	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
VOLUNTEER RESOURCE BOOK: A Volunteer Resource Book will be available for staff so volunteers can be utilized by teachers for various tasks. Action Type: Parental Engagement	Mollie Morgan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Review percentage of parents attending parent/teacher conferences and percentage of parents volunteering to determine effectiveness of intervention. Sign in sheets indicate the number of parents attending parent/teacher conferences exceeded 90%. An average of 75 parents volunteered per month for an average of 750 hours per month Action Type: Collaboration Action Type: Program Evaluation	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Nelson Wilks Herron Elementary will comply with all requirements of ACT 307 of 2007 (Parental Engagement) 1. Informational Packets; 2. Parent Involvement Meetings; 3. Volunteer Resource Book; 4. School's process for resolving parental concerns in handbook; 5. Parent Newsletters 6. Parent Facilitator; 7. Two Parent/Teacher conferences each school year. Action Type: Parental Engagement	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> Title VI State - Materials & Supplies: \$460.00 Title I - Materials & Supplies: \$4500.00 <hr/> ACTION BUDGET: \$4960
PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent nights and parent teacher conferences. Our school works with our PIE (Parents in Education) and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of materials for our parents to check out and use at home. Action Type: Title I Schoolwide	Leah Cotter	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
NWH School will use the AlertNow system to quickly deliver messages to parents. AlertNow will deliver messages, voice mail, e-mail, or SMS to parents concerning event reminders and school messages in a timely manner. Action Type: Parental Engagement	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	<hr/> Title VI State - Purchased Services: \$1540.00 <hr/> ACTION BUDGET: \$1540
Total Budget:				\$39943

Priority 3: To improve student health and wellness.
 1. Free and Reduced Price Meal Eligibility for Nelson Wilks Herron is 59.6%
 Supporting Data: 2.

Goal Nelson Wilks Herron will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the 2014-2015 school year there will be a decrease of the average Body Mass Index for students by ½% as evaluated by the routine Body Mass Index screening.

Intervention: School Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Nelson Wilks Herron will ensure that they provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Wellness	Leah Cotter, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The school will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Leah Cotter, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The school will make physical activity and healthy foods widely available and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Marcus McCain	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Nelson Wilks Herron school will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise student's ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Leah Cotter, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The School Health Index Module results will be monitored annually to evaluate the effectiveness of the Wellness Program in	Marcus McCain	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff Community 	ACTION BUDGET: \$

the school. Results will be shared with staff and modifications will be made as needed. Action Type: Program Evaluation Action Type: Wellness		06/30/2014	<ul style="list-style-type: none"> Leaders Teachers 	BUDGET:
Nelson Wilks Herron staff will implement the principles of Love and Logic to foster the development of self-control in order to enhance student self-esteem. Action Type: Wellness	Leah Cotter	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amber Teegarden	1st Grade	Literacy
Classroom Teacher	Ashley McCord		Math
Classroom Teacher	Beth Kratochvil	2nd grade	Math
Classroom Teacher	Cathleen Roberson	1st grade	Literacy
Classroom Teacher	Christy King	1st grade	Literacy
Classroom Teacher	Cristy Neighbors	GATE Instructor	Math
Classroom Teacher	Cynthia Arki	1st grade	Literacy
Classroom Teacher	Diane Montgomery	Self-Contained Resource	Literacy
Classroom Teacher	Elizabeth Kidd	2nd grade	Math
Classroom Teacher	Jeanette Byes	2nd grade	Literacy
Classroom Teacher	Jenny Goings	1st grade	Math
Classroom Teacher	Joe Grabowski	CPS/ALE Teacher	Literacy
Classroom Teacher	Kaye Hollingsworth	1st grade	Literacy
Classroom Teacher	Kevin Oxford	1st grade	Literacy
Classroom Teacher	Kristen Seawright	1st grade	Literacy
Classroom Teacher	Laura Beth Baker	1st grade	Math
Classroom Teacher	Linda Pierce	1st grade	Literacy
Classroom Teacher	Martha Wedgeworth	2nd grade	Math
Classroom Teacher	Mary Ellen Kressin	2nd grade/Acsip Team Leader	Federal Programs Advisory Committee-Title I
Classroom Teacher	Mary Ellen Kressin	2nd grade	Literacy
Classroom Teacher	Melissa Corp	2nd Grade	Literacy
Classroom Teacher	Mindy Williams	2nd grade	Literacy
Classroom Teacher	Patti Bell	2nd grade teacher	Math
Classroom Teacher	Rachel Martin	Paraprofessional Parent Center	Math
Classroom Teacher	Rita Nunley	2st grade teacher	Literacy
Classroom Teacher	Rita Williams	1st grade	Literacy
Classroom Teacher	Robin Harris	Self-Contained	Math
Classroom Teacher	Sarah Davis	1st Grade	Math
Classroom Teacher	Sarah Rosa	1st Grade Teacher	Math
Classroom Teacher	Sarah Rosa	1st Grade/ACSIP Team	Federal Programs Advisor Committee- Title 1
Classroom Teacher	Sondra Hoffmann	2nd grade	Math
Classroom Teacher	Susan Hanley	2nd Grade Teacher	Literacy
Classroom Teacher	Tammy Barnes	1st grade	Math
Classroom Teacher	Tiffany Stone	1st Grade	Math
Classroom Teacher	Tim Nelson	Music Instructor 1 & 2	Math
Classroom Teacher	Twila Volkman	2nd grade	Literacy
Non-Classroom Professional Staff	Cathy Ruiz	Computer-Lab Instructor	Math
Non-Classroom Professional Staff	Cheryl Human	Librarian	Literacy
Non-Classroom Professional Staff	Debbie Sabo	Counselor	Math
Non-Classroom Professional Staff	Jennie Riley	2nd & 3rd Grade Resource	Literacy

Non-Classroom Professional Staff	Laurie Cramton	Literacy Coach	Math
Non-Classroom Professional Staff	Lisa Carpenter	Paraprofessional-1st grade	Math
Non-Classroom Professional Staff	Marcus McCain	PE	Math
Non-Classroom Professional Staff	Melissa Green	Art	Literacy
Non-Classroom Professional Staff	Nichole Butler	Resource	Math
Non-Classroom Professional Staff	Norma Prentiss	Literacy Coach	Literacy
Non-Classroom Professional Staff	Rhonda Allen	Paraprofessional	Literacy
Non-Classroom Professional Staff	Sandy Almond	Paraprofessional 1st Grade	Literacy
Principal	Leah Cotter	ACSIP Team-Principal	Literacy
Principal	Leah Cotter	NWH Principal	Federal Programs Advisory Committee-CSR
Principal	Rita Persons	NWH Assistant Principal	Federal Programs Advisory Committee Title I
Principal	Rita Persons	ACSIP Team-Asst Principal	Math
