

SOUTHSIDE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The community of learners at Southside Elementary is committed to educating the whole child. Through technology and best practices, students will be prepared for a rapidly changing society.

Grade Span: K-4 Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: To improve the percentage of students at or above proficiency on the 2013-2014 Augmented Benchmark Exam and see growth in the areas of multiple choice on practical reading in third grade, practical and literary reading open response in third and fourth grade, multiple choice writing and the writing domains of content and style for both.

Priority 2: Math

Goal: To improve the percentage of students at or above proficiency on the 2013-2014 Augmented Benchmark Exam and show growth in the open response areas of numbers/operations and data/probability and the multiple choice areas of geometry and algebra.

Priority 3: Wellness

Goal: The school will offer opportunities for students to individualize their physical education and to educate themselves on healthy lifestyle choices in the area of total wellness. This will be evidenced by sign in sheets at school events and through documentation in the teacher lesson plans. In addition, the school will promote an increase in family and community involvement in the area of total wellness.

Priority 4: Parental Involvement

Goal: Southside Elementary will improve parental involvement and communication through the use of e-mail and newsletters.

Priority 1:	Southside Elementary School will increase the percentage of students scoring at the Proficient/Advanced level. <ol style="list-style-type: none">1. KINDERGARTEN LITERACY: Kindergarten students are no longer tested.2. FIRST GRADE LITERACY: 2011 -ITBS RESULTS: 49.5% of the combined population and 43.7% of the economically disadvantaged population scored at or above the 50th percentile in reading. 49.5% of the combined population and 43.8% of the economically disadvantaged population scored at or above the 50th percentile in Language. 2012- ITBS Results: 58.3% of the combined population and 40.7% of the economically disadvantaged population scored at or above the 50th percentile in Reading. 62.2% of the combined population and 50% of the economically disadvantaged population scored at or above the 50th percentile in Language. 2013- ITBS Results: 60.5% of the combined population and 62.9% of the economically disadvantaged population scored at or above the 50th percentile in Reading. 65.9% of the combined population and 60% of the economically disadvantaged population scored at or above the 50th percentile in Language. TREND ANALYSIS: Between 2011 and 2013 there was an 11%% increase in number of students scoring at or above the 50th percentile in Reading and a 16.4% increase in number of students scoring at or above the 50th percentile in Language.3. SECOND GRADE LITERACY: 2011 - ITBS RESULTS: 67.7% of the combined population and 50% of the economically disadvantaged population scored at or above the 50th percentile in reading. 53.6% of the combined population and 34.3% of the economically disadvantaged population scored at or above the 50th percentile in language. 2012- ITBS RESULTS: 66.7% of combined population and 59.4% of the economically disadvantaged population scored at or above the 50th
Supporting Data:	

percentile in reading. 52.1% of the general population and 43.2% of the economically disadvantaged population scored at or above the 50th percentile in language. 2013- ITBS RESULTS: 63% of the combined population and 50% of the economically disadvantaged population scored at or above the 50th percentile in Reading. 53.2% of the combined population and 32.1% of the economically disadvantaged population scored at or above the 50th percentile in Language. TREND ANALYSIS: Between 2011 and 2013 there was a 4.7% decrease in number of students scoring at or above the 50th percentile in Reading and a 0.4% decrease in number of students scoring at or above the 50th percentile in Language.

4. THIRD GRADE LITERACY: CRT 2011- 84% of the combined and economically disadvantaged populations scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were in the multiple choice areas of writing and content area reading, as well as content and style in writing. 2012- 88% of the combined population and 71% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were in the multiple choice areas of writing and open response on practical reading passages. 2013- 85% of the combined population and 82% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were in practical reading open response and multiple choice writing. TREND ANALYSIS FINDINGS: A three year analysis shows a 1% increase in the number of students scoring at or above proficiency.
5. FOURTH GRADE LITERACY: CRT 2011 - 88% of the combined population and 82% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were practical reading and writing multiple choice and content and style in writing. 2012 - 88% of the combined population and 84% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were in the multiple choice areas of writing and reading literary passages. 2013- 95% of the combined population and 90% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were in open response to literary and practical reading passages.. TREND ANALYSIS FINDINGS: A three year analysis shows 7% increase in number of students performing at or above proficiency.
6. Attendance Data for the last three years is as follows: In 2012-2013, the attendance rate was 96%. In the 2011 -2012 school year the attendance rate was 95%. In 2010-2011 school year the attendance rate was 94%. In the 2009-2010 school year the attendance rate was 94%.

Goal To improve the percentage of students at or above proficiency on the 2013-2014 Augmented Benchmark Exam and see growth in the areas of multiple choice on practical reading in third grade, practical and literary reading open response in third and fourth grade, multiple choice writing and the writing domains of content and style for both.

Benchmark In 2012-2013, 90% of the Combined Population in grades 3-4, were proficient or advanced in Literacy. For 2013-2014 Southside will need to continue to increase the percent of students scoring proficient or advanced in the all student group and the TAGG in order to continue meeting or exceeding AMO goals. Comprehensive Needs Assessment: Our ACSIP committees analyzed the test scores from the 3rd & 4th grade Augmented Benchmark Exams. We examined the results from both the combined population and each sub pop. A data analysis was conducted to determine our main areas of weakness. We also studied the three most recent years of formative and summative assessment data across grade levels within our building. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined classroom routines, instructional practices, and strategies in order to gain a greater understanding of why more of our students are not achieving to their potential. Based on the data analysis, we concluded that the following areas reflect our greatest need within Literacy Priority: multiple choice in writing and in practical and literary reading and the writing domains of content and style. We will select interventions, strategies, and instructional

practices to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

Intervention: Southside Elementary will implement a comprehensive literacy program.				
Scientific Based Research: Dorn, Linda. 1998. Apprenticeship in Literacy, p. 29. Portland, Maine: Stenhouse Publishers. Ganske, Kathy. 2000. pp. 27-62. Word Journeys. New York, New York: Guilford Publications, Inc. Beaver, Joetta. Developmental Reading Assessment. (K-3, 4-8). The Wright Group. Scott Foresman.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The comprehensive literacy program will be implemented in all classrooms to promote reading comprehension. To facilitate this action, all new K-4 teachers will receive professional development in ELLA (k-1) or ELF (2-4) during the summer and follow up days during the year. Previously trained teachers will be given the opportunity to recalibrate. Instruction provided to students through the implementation of this program will be aligned to common core standards as evidenced by CWT observations, daily teacher lesson plans, site based observation debriefings, and documentation of professional learning. Action Type: Alignment Action Type: Professional Development	Kaye Smith, Kathy Smith, Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
Materials and supplies will be purchased to support the comprehensive literacy program. Purchased materials will be available to all students. Action Type: Equity	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff 	Local Revenue: \$5000.00 <hr/> ACTION BUDGET: \$5000
Teachers will use effective strategies learned in ELLA and Effective Literacy to implement the 5 essential elements. (Phonemic	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>Awareness, Phonics, Fluency, Comprehension, and Vocabulary), in daily instruction in order to achieve alignment to common core standards. This will be evidenced by CWT observations and daily teacher lesson plans. Action Type: Alignment</p>				
<p>Teachers will administer and analyze formative assessments, at the appropriate grade levels as required by the district guidelines, including but not limited to: QUALLS, TLI, DIBELS, DSA, and DRA in order to determine student readiness and areas of strengths and weaknesses in the curriculum. This data analysis will be used to align instruction and ensure curriculum is aligned to common core standards. Action Type: Alignment</p>	<p>Casey Hanna, Lori Bridges</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Grade level teachers will meet weekly to collaborate and discuss effective teaching strategies used to implement common core standards. Minutes will be kept for documentation. Action Type: Collaboration</p>	<p>Christy Cavin, Jennifer Baxter, Vicki Joyner, Carissa Cardillo, Sandy Barnhill</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will utilize high yield, research based strategies in the classroom to increase equitable student achievement and ensure participation as evidenced by teacher lesson plans, CWT observations, and student work samples. Action Type: Collaboration Action Type: Equity Action Type:</p>	<p>Casey Hanna, Lori Bridges</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Professional Development				
Special education and gifted/talented teachers will collaborate with regular education teachers to support and modify Common Core curriculum as appropriate for designated students as evidenced through documentation. Action Type: Collaboration Action Type: Special Education	Sarra Petray, Jennifer Giese, Joyce Dalton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Implementation guides will be utilized to ensure that all common core standards are included in instruction and aligned to the curriculum as evidenced by recording standards numbers in lesson plans or documenting dates taught on pacing guides. Action Type: Alignment	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Teachers will provide small group instruction at the appropriate level as needed for all students to align with common core standards. Action Type: Alignment Action Type: Equity	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
Daily intervention time in addition to core instruction will be scheduled for students identified in the TAGG group and for students with AIP's/IRI's as evidenced in teachers' daily schedules. Intervention strategies may utilize various technology. Action Type: AIP/IRI	Casey Hanna, Lori Bridges, Vicki Marshall, Miriam Berryhill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
Evaluation will be determined through the administration of the ITBS to students in grades 1&2, and the Augmented Benchmark	Jana Terrell, Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> <hr/> ACTION BUDGET: \$

<p>test will be given to 3rd and 4th graders in the Spring to determine the percentage of students at the proficient level. The data will be disaggregated in order to perform a needs assessment based on the school population's performance. Results will be used to determine individual student progress and determine curriculum alignment. Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> Teachers 	
<p>Students who are functioning below grade level and are not participating in their Academic Improvement Plan may be retained according to state guidelines. Action Type: AIP/IRI</p>	Casey Hanna, Lori Bridges	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will participate in at least 60 hours of professional development. The 60 hours will include the following: 6 hours of Technology, and 2 hours of Child Maltreatment. The remaining hours will be concentrated on TESS requirements. Administrators will also have staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student achievement. Action Type: Professional Development</p>	Casey Hanna, Lori Bridges	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to At Risk students every two weeks and Some Risk students once a month</p>	Casey Hanna, Lori Bridges	<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>

<p>to monitor their progress in order to align instruction to common core standards and show student growth. This action will be evidenced by the completion of a spreadsheet documenting student growth at assigned intervals. DIBELS will be administered at the beginning, middle, and end of the year to all students in K-2 to determine progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Teachers will implement writing strategies learned in ELLA and Effective Literacy in daily instruction. Forty-five to 60 minutes daily writing will be reflected in the daily schedule. The writing block will include an explicit writing lesson, time to write, conferences with students, and share time as aligned to common core standards. This will be evidenced through CWT data, teacher lesson plans, and student work samples. Action Type: Alignment</p>	<p>Casey Hanna,Lori Bridges</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The media specialist will receive a budget for purchase and maintenance of AV equipment, library books, periodicals, professional texts, etc. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Melissa Wilson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	<p>Local Revenue: \$8000.00</p> <hr/> <p>ACTION BUDGET: \$8000</p>

Teachers will be given \$500 for classroom instructional materials ancillary to the written curriculum. Action Type: Alignment	Theresa Mitchell, Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	Local Revenue: \$15000.00 <hr/> ACTION BUDGET: \$15000
CWTs will be used to ensure research based best practices are being implemented within the classrooms and the classroom instruction is aligned to common core standards. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Casey Hanna,Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
K-1 and a 2-4 interventionists will be utilized to provide additional instruction to the core literacy program for students identified through informal assessments by the teachers as at or some risk. Action Type: AIP/IRI Action Type: Equity	Vicki Marshall, Miriam Berryhill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
An RTI team of teachers will meet monthly to discuss students who are identified through frequent progress monitoring as not progressing toward benchmarks. The team will make a decision about further interventions, assessments or referral for testing for special services. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Casey Hanna, Lori Bridges, Jana Terrell, Mary Beth Stivers,Whitney Peeples, Andrea Neville, Angie Frizzell, Karen Finney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Other instructional monies will be available in order to purchase classroom materials and supplies for	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments 	Local Revenue: \$5000.00 <hr/> ACTION \$5000

instructional purposes. Action Type: Alignment			<ul style="list-style-type: none"> Teachers Teaching Aids 	BUDGET:
Professional development opportunities will be made available to those teachers interested in attending. Action Type: Alignment Action Type: Professional Development	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	Local Revenue: \$3950.00 <hr/> ACTION BUDGET: \$3950
Southside will host a Literacy, Math, Science, and Wellness Night as evidenced by the school calendar. Action Type: Parental Engagement Action Type: Wellness	Casey Hanna, Lori Bridges, Melissa Wilson, Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Smart Technology will be used in classrooms to instruct and assess literacy skills. Action Type: Equity Action Type: Technology Inclusion	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$37450

Intervention: Southside Elementary will implement the district science program.

Scientific Based Research: Maineri, Sarah (editor). 2004. Delta Science Modules. Nashua, NH: Delta Education. Lowery, Lawrence (editor). 2005. FOSS. Nashua, NH: Delta Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement the use of science materials with the assistance from the district's science specialist. This will be evidenced in lesson plans. Action Type: Alignment	Casey Hanna, Tami Eggersperger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will meet weekly to collaborate and discuss teaching strategies and student progress as evidenced in team meeting minutes. Action Type: Collaboration	Christy Cavin, Jennifer Baxter, Vicki Joyner, Carissa Cardillo, Sandy Barnhill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
To ensure standards are aligned and taught, teachers will record standards numbers in their lesson plans or pacing guides.	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Alignment				
Materials for the science adoption will be purchased for all students. The general supplies budget will be used for this purchase. Action Type: Equity	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	Local Revenue: \$1000.00 <hr/> ACTION BUDGET: \$1000
Southside will host a Literacy, Math, Science, and Wellness Night as evidenced by the school calendar. Action Type: Parental Engagement	Carla Eifling, Vicki Marsall, Melissa Wilson, Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Total Budget:				\$1500

- Priority 2: Southside Elementary School will increase the percentage of students scoring at the Proficient/Advanced level by continuing to meet AYP.
- KINDERGARTEN MATH NRT: Kindergarten students are no longer tested.
 - FIRST GRADE MATH NRT: 2011 - ITBS RESULTS: 60.5% of the combined population and 56.3% of the economically disadvantaged population scored at or above the 50th percentile in Math. 2012 - ITBS RESULTS: 67.3% of the combined population and 55.9% of the economically disadvantaged population scored at or above the 50th percentile in Math. 2013 - ITBS RESULTS: 69.6% of the combined population and 68% of the economically disadvantaged population scored at or above the 50th percentile in Math. TREND ANALYSIS: Between 2011 and 2013 there was a 9.1% increase in the number of students scoring at or above the 50th percentile in Math.
 - SECOND GRADE MATH NRT: 2011- ITBS RESULTS: 58.8% of combined population and 37.2% of the economically disadvantaged population scored at or above the 50th percentile in Math. 2012 - ITBS RESULTS: 62.6% of the combined population and 56.7% of the economically disadvantaged population scored at or above the 50th percentile in Math. 2013 - ITBS RESULTS: 62.7% of the combined population and 51.8% of the economically disadvantaged population scored at or above the 50th percentile in Math. TREND ANALYSIS: Between 2011 and 2013 there was a 3.9% increase in the number of students scoring at or above the 50th percentile in Math.
 - THIRD GRADE MATH: CRT 2011 - 91% of the combined population and 84% of the economically disadvantaged population scored at or above proficiency on the Augmented Benchmark Exam. The weakest areas were: multiple choice measurement and algebra open response. 2012 - 97% of the combined population and 96% of the economically disadvantaged population scored at or above proficiency on the Augmented Benchmark Exam. The weakest areas were multiple choice measurement and numbers and operations in open response. 2013 - 91% of the combined population and 96% of the economically disadvantaged population scored at or above proficiency on the Augmented Benchmark Exam. The weakest areas were multiple choice and open response in the area of numbers and operations. TREND ANALYSIS: A three year analysis shows overall no increase or decrease in number of students scoring at or above proficiency in Math.
 - FOURTH GRADE MATH: CRT 2011 - 84% of the combined population and 74% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark exam. The weakest areas were: measurement and data analysis/probability multiple choice and open response area of numbers and operations. 2012 - 88% of the combined population and 86% of the economically disadvantaged population scored at or above the proficiency level on the Augmented Benchmark Exam. The weakest areas were: measurement in multiple choice and geometry and measurement open response. 2013 - 92% of the combined population and 87% of the economically
- Supporting Data:

disadvantaged population scored at or above proficiency level on the Augmented Benchmark Exam. The weakest areas were: geometry in multiple choice and measurement and data/probability in open response. TREND ANALYSIS : A three year analysis shows an 8% increase in number of students scoring at or above proficiency.

6. The attendance data for the last three years is as follows: In 2012-2013, the attendance rate was 96%. In 2011-2012 school year the attendance rate was 95%. In 2010 -2011 school year, the attendance rate was 94%.

Goal To improve the percentage of students at or above proficiency on the 2013-2014 Augmented Benchmark Exam and show growth in the open response areas of numbers/operations and data/probability and the multiple choice areas of geometry and algebra.

Benchmark In 2012 - 2013, 91.5% of the Combined Population were proficient or advanced in Math. For 2013-2014 Southside will need to increase the percent of students scoring proficient or advanced in the all student group and the TAGG in order to continue meeting or exceeding AMO goals. Comprehensive Needs Assessment: Our ACSIP committees analyzed the test scores from the 3rd & 4th grade Augmented Benchmark Exams. We examined the results from both the combined population and each sub pop. A data analysis was conducted to determine our main areas of weakness. We also studied the three most recent years of formative and summative assessment data across grade levels within our building. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined classroom routines, instructional practices, and strategies in order to gain a greater understanding of why more of our students are not achieving to their potential. Based on the data analysis, we concluded that the following areas reflect our greatest need within Math Priority: open response area of numbers/operations, data/probability and measurement , and multiple choice areas of geometry and algebra. We will select interventions, strategies, and instructional practices to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

Intervention: Southside Elementary will continue to utilize standards based math instruction.				
Scientific Based Research: McRel. 2000. EdThoughts: What We Know About Teaching Mathematics Teaching and Learning. p.6, 12, 20, 44. Aurora, Colorado: Mid-continent Research for Education and Learning				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will meet weekly to collaborate and discuss teaching strategies and student progress as evidenced in meeting minutes. Action Type: Collaboration	Christy Cavin, Jennifer Baxter, Vicki Joyner, Carissa Cardillo, Sandy Barnhill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Implementation guides will be utilized to ensure that all common core standards are included in instruction as evidenced by recording in lesson plans or documenting dates taught on pacing guides. Action Type: Alignment	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Documented daily intervention time in	Casey Hanna, Lori Bridges,	Start: 07/01/2013	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

addition to core instruction will be scheduled for students with AIP's and students identified as being part of the TAGG group as evidenced in teachers' daily schedules. Action Type: AIP/IRI	Miriam Berryhill, Vicki Marshall	End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	
Evaluation will be determined through the administration of the ITBS to grades 1-2 and the Augmented Benchmark to 3rd and 4th graders in the Spring to determine the percentage of students at the proficient level. The data will be disaggregated in order to perform a needs assessment based on the school population's performance. Results will be used to determine individual student progress and determine curriculum alignment. Action Type: Program Evaluation	Jana Terrell, Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	=====
Special education and gifted/talented teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for identified students. Action Type: Special Education	Sarra Petray, Jennifer Giese, Joyce Dalton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	=====
Teachers will participate in at least 60 hours of professional development. The 60 hours will include the following: 6 hours of Technology, 2 hours of Child Maltreatment. The remaining hours will be spent focusing on components of TESS. Administrators will also have staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student achievement. Action Type: Professional Development	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants 	=====
Students who are	Casey Hanna,	Start:	<ul style="list-style-type: none"> Administrative 	=====

functioning below grade level and have not participated in the Academic Improvement Plan may be retained according to state standards. Action Type: AIP/IRI	Lori Bridges	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Standards based math instruction will be implemented in all classrooms to promote mathematics problem solving. To facilitate this action, teachers will have the opportunity for training with the district adopted math program including supplementary materials. Instruction provided to students through the implementation of this program will be aligned to state and common core standards as evidenced by CWT observations, daily teacher lesson plans, site based observation debriefings, and documentation of professional learning. Action Type: Alignment Action Type: Professional Development	Casey Hanna, Linda Whitt, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Supplementary materials for the math program will be purchased for use by all students to include computer software, manipulatives, consumable materials, etc. Action Type: Equity	Christy Cavin, Karen Finney, Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Local Revenue: \$5000.00 <hr/> ACTION BUDGET: \$5000
All students will receive a minimum of 60 minutes math instruction daily, including instruction on answering open response format questions. Action Type: Equity	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Southside will host a Literacy, Math, Science, and Wellness Night as evidenced by the school calendar. Action Type: Parental Engagement	Sandy Barnhill, Carla Eifling, Linda Whitt, Whitney Peeples, Jennifer Giese, Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500

Teachers will administer TLI assessments according to district policy. Teachers will use scores from these assessments to evaluate student progress, and to drive instruction. Results from these assessments will be used as documentation on AIPs. Action Type: AIP/IRI Action Type: Alignment	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Teachers who participated in MMM will attend follow up training as needed or mandated. Action Type: Collaboration Action Type: Professional Development	Karen Finney, Beverly Thompson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Students will have extra time in computer lab for interventions as evidenced by the computer lab schedule. Action Type: Equity	Julie Mahoney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
Classroom Walk Throughs will be used to ensure research based best practices are being implemented within the classrooms and the classroom instruction is aligned to common core standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Other instructional monies will be available in order to purchase classroom materials and supplies for instructional purposes. Action Type: Alignment	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Local Revenue: \$5000.00 <hr/> ACTION BUDGET: \$5000
Professional development opportunities will be made available to those teachers interested in attending. Action Type: Alignment Action Type: Professional Development	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	Local Revenue: \$3950.00 <hr/> ACTION BUDGET: \$3950
Smart Technology will be used in classrooms to instruct and assess math skills.	Casey Hanna, Lori Bridges	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Total Budget:	\$14450
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Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks.

- Supporting Data:
1. School Health Index Scores: Module 3 "Physical Education and Other Physical Activity Programs" The Overall Score Card results indicate a weakness in this area.
 2. Free & Reduced-Price Meals In 2012-2013 32.7% of Southside students received free or reduced price meals. In 2011-2012 school year 38% of Southside students received free or reduced price meals. During the 2010-2011 school year 35% of Southside students received free or reduced price meals.
 3. School BMI data shows that of the students screened: 2012-2013 15.9% were obese, 2011-2012 13.1% were identified as obese, 2010-2011 16.3% were identified as obese.

Goal The school will offer opportunities for students to individualize their physical education and to educate themselves on healthy lifestyle choices in the area of total wellness. This will be evidenced by sign in sheets at school events and through documentation in the teacher lesson plans. In addition, the school will promote an increase in family and community involvement in the area of total wellness.

Benchmark Module 3: Physical Education and Other Physical Activity Programs is the weaker area on the School Health Index survey. Southside will strive to improve in this area.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.

Scientific Based Research: Healthy Arkansas - Arkansas Center for Health Improvement. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler
<http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyiscal.pdf>. Physical Education Program by Rosengard, Baranowski, Williston, McKenzie, Short- San Diego State University 2008..

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
The Child Nutrition Department will offer educational classes hosted by the school parent teacher organizations. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Erin Wilkes	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders 	ACTION BUDGET: \$
School will provide access to information about local community-based programs for physical activity and healthy eating thru the Cabot Public Schools homepage via the internet.	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Community Leaders • Computers 	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Wellness				
Students will receive 60 minutes/week of physical education. 40 minutes using Spark curriculum as evidenced by school schedule and PE lesson plans. The remaining 20 minutes of physical fitness will take place in the regular classroom using Adventure Fitness.com. Action Type: Alignment Action Type: Equity Action Type: Wellness	Jessica Dunphy, all classroom teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The school nurse will offer training to teachers, staff, and students as needed about specific health related issues such as asthma, diabetes, allergies, etc. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Kim Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> None 	<hr/> <hr/> ACTION BUDGET: \$
Southside will host a Literacy, Math, Science, and Wellness Night as evidenced by the school calendar. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Vicki Marshall, Sandy Barnhill, Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
Southside will create a building health and wellness committee to promote quality physical education, health education, nutrition services, counseling and mental health services, healthy school environment, health promotion for staff and family and community involvement. This committee will plan various health programs and events. Action Type: Equity Action Type: Wellness	Miriam Berryhill, Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Southside will provide access to information about healthy living strategies through school website links. Action Type: Technology Inclusion Action Type: Wellness	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Computers District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Physical Education teacher will promote and participate in the Inspiration Run to promote lifelong fitness and healthy	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	<hr/> <hr/> ACTION BUDGET: \$

eating. Action Type: Wellness				
Faculty and staff will be provided an opportunity to participate in after school fitness programs. Action Type: Wellness	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
Physical Education teacher will participate in and promote the Spring Fling 5K Event. Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
BMI, Hearing, and Vision Screenings will be performed on students in grades K, 1, 2, and 4. Action Type: Wellness	Kim Phillips	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: The purpose of Southside's Parental Involvement plan is to ensure the participation of parents in meaningful ways in our school. Due to the fact that parents play an integral role in a child's learning, they are encouraged to be actively involved in student educational and other activities.

- Supporting Data:
1. During the 2012 - 2013 school year there were 908 hours logged by volunteers at Southside.
 2. 411 students (90% of students) were represented at Southside's 2013 Open House. 431 students(88% of students) were represented at Southside's 2012 Open House. A total of 431 students were represented with parents at the 2011 Open House.
 3. Attendance at parent/teacher conferences: In March 2012 95% (466) students had a parent representative present at parent/teacher conferences.
 4. 45 were in attendance at Southside's 2012 Annual Public Meeting. 51 were in attendance at Southside's 2011 Annual Public Meeting.

Goal Southside Elementary will improve parental involvement and communication through the use of e-mail and newsletters.

Benchmark In 2013-2014, Southside Elementary will continue to increase parental attendance at conferences, PTO meetings, and other school functions as reflected on sign in sheets.

Intervention: Southside Elementary will continue to implement a parental involvement plan that incorporates each component of Act 307.				
Scientific Based Research: National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. pp.12-24 Bloomingdale, IL: National Education Service. Payne, Rubye K. 1998. A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent survey will be conducted to determine needs and areas where parents can volunteer as evidenced by the survey results. Action Type: Parental Engagement	Vicki Marshall, Miriam Berryhill	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Parents will receive an information packet about the school and parent center which includes information required by Act 307.	Vicki Marshall	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Parental Engagement				
A Parent Center will be maintained with resources on parenting topics. Action Type: Parental Engagement	Jana Terrell, Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Public Library • School Library 	ACTION BUDGET: \$
Southside Elementary will host Grandparents Day. Action Type: Collaboration Action Type: Parental Engagement	Jana Terrell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Southside Elementary will produce a monthly newsletter to inform parents of upcoming events. Action Type: Parental Engagement	Casey Hanna	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers 	ACTION BUDGET: \$
Southside Elementary will maintain a school website to provide parents with information. Action Type: Parental Engagement Action Type: Technology Inclusion	Lori Bridges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers 	ACTION BUDGET: \$
Southside Elementary will coordinate with PTO to maintain the VICS program and readers for classrooms as evidenced by volunteer sign in sheets. Action Type: Parental Engagement	Amber Moss	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
Southside Elementary will implement the Hallway Hero program to encourage family members to volunteer as evidenced by the sign in sheet from Kick Off night and a calendar showing when family members will come to volunteer. Action Type: Collaboration Action Type: Parental Engagement	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
Southside will host a volunteer recognition breakfast or luncheon. Action Type: Parental Engagement	Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$
Southside Elementary will implement all components of Act 307 including parent informational packets, parental involvement meetings, a volunteer	Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

resource book, the school's process for resolving parental concerns published in the school handbook, continued collaboration of PTO, and a designated parent facilitator as evidenced by packet contents, student handbook, and parent facilitator supplemental salary documentation binder. Action Type: Parental Engagement				
PAW PRIDE will be implemented each year to increase all students awareness of good behavior, citizenship and time on task for learning. Action Type: Equity Action Type: Program Evaluation	Casey Hanna, Lori Bridges, Jana Terrell, all classroom teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Pre-Kindergarten parents and students will be invited to the school for orientation and registration to help students transition to Kindergarten. Dates and times will be published in the local newspaper and placed on the school marquee. Southside students will receive take home notes. Action Type: Parental Engagement Action Type: Wellness	Brandy Koski, Tina Kimbrell, Kim Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$
Staff will collaborate with Cabot Middle School South to arrange a tour for Fourth Grade Students. Students and parents will receive an informational packet. Action Type: Collaboration Action Type: Parental Engagement	Jana Terrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The Southside counselor will be given a budget to use for student awards and incentives, special events and parental involvement activities. Action Type: Collaboration Action Type: Parental Engagement	Jana Terrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Local Revenue: \$975.00 <hr/> ACTION BUDGET: \$975
All aspects of ACT 307 requiring training of volunteers will be implemented. Also, all	Casey Hanna	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development				
Southside will host an annual Open House before school begins to invite parents to be involved. Action Type: Parental Engagement	Casey Hanna,Lori Bridges	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Southside along with the PTO will host "Donuts for Dads" and "Muffins for Moms" once each semester to encourage parental involvement with students and within the school. Action Type: Parental Engagement	Beverly Pray, Vicki Marshall	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Southside along with the PTO will host a Boo-Hoo Breakfast on the first day of school for parents of kindergarten students. Action Type: Parental Engagement	Beverly Pray, Vicki Marshall	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The parental involvement program will show effectiveness or ineffectiveness as evidenced by volunteer forms, signed policy handbook forms, sign in sheets for parent nights and conferences, and PTO sign in sheets. Action Type: Parental Engagement Action Type: Program Evaluation	Vicki Marshall	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Total Budget:				\$975

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Arnold, Elaine	2nd Grade Teacher	Math
Classroom Teacher	Barnhill, Sandy	4th grade	Math
Classroom Teacher	Baxter, Jennifer	1st Grade	Literacy
Classroom Teacher	Carden, Kathryn	2nd GradeTeacher	Parental Involvement
Classroom Teacher	Cardillo, Carissa	3rd grade teacher	Parental Involvement
Classroom Teacher	Cavin, Christy	Kindergarten teacher	Literacy
Classroom Teacher	Coyle, Dawn	First grade teacher	Literacy
Classroom Teacher	Crain, Barbara	1st Grade Teacher	Math

Classroom Teacher	Dalton, Joyce	GT Teacher	Literacy
Classroom Teacher	David, Jennifer	Kindergarten	Literacy
Classroom Teacher	Dunn, Nadey Jo	Kindergarten teacher	Math
Classroom Teacher	Dunn, Tina	Fourth grade teacher	Parental Involvement
Classroom Teacher	Elfrink, Lisa	3rd Grade Teacher	Math
Classroom Teacher	Finney, Karen	3rd Grade Teacher	Math
Classroom Teacher	Frizzell, Angie	2nd Grade Teacher	Parental Involvement
Classroom Teacher	Giese, Jennifer	SPED teacher	Math
Classroom Teacher	Hicks, Melissa	3rd grade teacher	ACSIP CHAIR
Classroom Teacher	Hitchcock, Sarah	4th Grade Teacher	Literacy
Classroom Teacher	Joyner, Vicki	Second grade teacher	Parental Involvement
Classroom Teacher	Lashbrook, Melissa	Art Teacher	Literacy
Classroom Teacher	Neville, Andrea	1st Grade	Literacy
Classroom Teacher	Peeples, Whitney	Kindergarten	Math
Classroom Teacher	Petray, Sarra	SPED teacher	Literacy
Classroom Teacher	Whitt, Linda	4th grade teacher	Math
Non-Classroom Professional Staff	Cook, Toby	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Dunphy, Jessica	Physical Education Paraprofessional	Wellness
Non-Classroom Professional Staff	Eifling, Carla	Science Paraprofessional	Literacy
Non-Classroom Professional Staff	Koski, Brandy	Secretary	Parental Involvement
Non-Classroom Professional Staff	Mahoney, Julie	Computer Lab Paraprofessional	Math
Non-Classroom Professional Staff	Marshall, Vicki	K-1 Interventionist	Parental Involvement
Non-Classroom Professional Staff	Mitchell, Theresa	Secretary	Parental Involvement
Non-Classroom Professional Staff	Phillips, Kim	School nurse	Wellness
Non-Classroom Professional Staff	Stivers, Mary Beth	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Terrell, Jana	Counselor	Parental Involvement
Non-Classroom Professional Staff	Vaughn, Laura	Music Teacher	Literacy
Non-Classroom Professional Staff	Wilson, Melissa	Media Specialist	Literacy
Parent	Pray, Beverly	PTO President	Parental Involvement
Principal	Bridges, Lori	Assistant Principal/IF	Math, Literacy, Parental Involvement
Principal	Hanna, Casey	Principal	Math, Literacy, Parental Involvement