

SOUTHSIDE SCHOOL DISTRICT
Arkansas Comprehensive School Improvement Plan
REVIEW COPY ONLY
2013-2014

Student by student; skill by skill.

Grade Span:

Title I: Not Applicable

School Improvement:

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A School Improvement Planning Team 95

1 **Priority 1:** Students in the Southside School District will perform at grade level proficiency or above in literacy.

1.1 **Goal:** Students at grades 3, 4, 5, 6, 7, 8, and 11th grade will perform at or above proficient on the Literacy portion of the Arkansas Benchmark and End-of-Course Examinations in order to meet or exceed the required AMO. Emphasis will be placed on constructed response, vocabulary and higher order thinking skills K-12.

Emphasis will be placed on constructed response, vocabulary and higher order thinking skills K-12.

Benchmark: Each campus in the Southside School District will meet or exceed Annual Measureable Objective as set by the State of Arkansas on the Literacy Benchmark/EOC Exams. 100% of the staff will receive professional development in strategies to increase learning with the low socio-economic students. Gap analysis between the All Students group and the TAG Group in 2011 indicates a gap of 6.08% in literacy. The 2012 data shows a slight decrease in the gap to 5.85% in literacy. With 2013 data, the gap is 5.6% for performance and 4.96% for growth performance.

Intervention Code/Function 3351 (Welfare)				
Scientific Based Research				
http://www.voicesforamericaschildren.org/Content/ContentGroups/Publications1/Voices_for_Americas_Children/Health4/1998/Ensuring_Childrens_Access_to_Comprehensive_Health_Care_for_America's_Children:_NATIONAL_ASSOCIATION_OF_CHILD_ADVOCATES_Issue_Brief_September_1998_Yale:_School_of_the_21st_Century_-_Linking_Communities,_Families_and_Schools.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Homeless students will be eligible for Purchased Services and/or Materials and Supplies. Due to the overwhelming support of the community and the ARcare Clinic on our campus, the needs of the district's homeless students are most often met through local resources. In order to ensure, all needs are met the district budgets to purchase materials and supplies such as shoes, clothes, and other basic needs for 10 students at \$50 each. Also, to meet the needs of students the district budgets \$50 for these 10 students to receive purchased services such as eye or dental care. Action Type: Equity Action Type: Wellness	Novella Humphrey, Curriculum Coordinator/Federal	Start: 07/01/2013 End: 06/30/2014	District Staff	Title I Purchased Services: \$300.00 Title I Materials & Supplies: \$700.00 <hr/> ACTION BUDGET: \$1,000.00
The district will make every effort to identify students who are homeless and offer these children free lunch, school supplies, etc.	Rick Keller, Homeless Coordinator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
The Homeless Coordinator will meet with the Central Office once every 4/12 weeks to report update status on locating and identifying homeless students, as well as notifying them (over 18 years of age) or their families of all program opportunities.	Rick Keller	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
			Total Budget	\$1,000.00

Intervention Technology Inclusion, Technology Literacy and Technology Curricular Mapping K-12				
Scientific Based Research				
Jacobs, H.H., "Mapping the Big Picture: Integrating the Curriculum and Assessment K-12"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Distance Learning will be in place and available for student and faculty use. Action Type: Technology Inclusion	Roger Rich, Superintendent, Barbara Satterwhile, Technology Coordinator, Jeff Johnston, NAESC Technology Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Professional development in technology will be provided by the district. Materials to support the professional development will be provided. Action Type: Technology Inclusion	Barbara Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Purchase hand held response devices, digital presenters, large projection screens/TV Presenters, ceiling mounted projectors for district classrooms to align instruction using technology with the EETT technology rich classrooms in the district. Action Type: Alignment Action Type: Technology Inclusion	Brandon Dayberry	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will use a State supported gradebook/attendance software (Sunguard Pentamation) Teacher Access Center/Home Access Center. Action Type: Parental Engagement Action Type: Technology Inclusion	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
E.A.S.T. Lab is in place and serving students at the High School with trained facilitators and technology hardware and software. Action Type: Alignment Action Type: Technology Inclusion	Roger Ried, high school principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
A JAG program was initiated in the Southside High School for the 2007-2008 school year. This program has grown and includes a technology as well as a "jobs to work" component. Action Type: Special Education Action Type: Technology Inclusion	Terry Watson, JAG Director	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Technology Inclusion, Technology Literacy and Technology Curricular Mapping K-12				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Southside School District will continue the use of the e-trition lunchroom program and EZ School Pay. These programs allow parents to access information about their children, their diet selections, their financial situation (lunch charges and lunch credits) and to make payment online.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness</p>	Rhonda Fowler, Lunchroom Supervisor	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>Program Evaluation: Southside will track the number of computers available for student use. Southside will track the number of people viewing the Southside web page. Parent/community surveys dealing with technology.</p> <p>Action Type: Program Evaluation</p>	Barbara Satterwhite, Technology Coordinator Dinah Haertlein, Federal Programs/ Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>Technology: Maintain and provide support for all instructional program technology. NSLA funds are reserved at the district be transferred to the building plans as precise needs are determined throughout the school year.</p>	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) Materials & Supplies: \$10,216.24 <hr/> ACTION BUDGET: \$10,216.24
<p>Southside School District will purchase e-readers for summer reading program at the Middle School and Junior High. Book Titles/Content will be selected based upon the reading levels of students served in the program. Elementary will provide Rocking Reader Program for families 6 Wednesday in the summer to promote family involvement in reading. Transportation will be provided for students to attend book circle discussion groups and the Rocking Reading Program.</p>	Dion Stevens, Middle School Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
			Total Budget	\$10,216.24

Intervention Academic Improvement				
Scientific Based Research				
http://www.ascd.org/ASCD/pdf/Programs/Planned				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside Elementary School will employ 2 Reading Recovery teachers (1.0 FTE each) to implement early remediation and expand opportunities for students to achieve. Action Type: Alignment Action Type: Collaboration	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014	Teachers	————— ACTION BUDGET:
A Curriculum Coordinator/Federal Coordinator, Novella Humphrey will be paid out of Title Funds for .3 FTE. She will be paid .70 FTE out of NSLA. Purchased services will be provided for Mrs. Humphrey to register to attend and travel to the Federal Programs Conference each fall and spring. Materials and supplies such as ink cartridges, file folders, binders, and other office supplies to coordinate Title I programs will be purchased. Action Type: Alignment Action Type: Collaboration	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I Purchased Services: \$950.00 Title I Materials & Supplies: \$150.00 Title I Employee Salaries: \$21,081.30 Title I Employee Benefits: \$5,294.02 NSLA (State-281) Employee Benefits: \$12,353.28 NSLA (State-281) Employee Salaries: \$49,189.70 ————— ACTION BUDGET: \$89,018.30
Purchased services, materials and supplies will be provided to support Professional Learning Communities. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	Teaching Aids	————— ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Highly Qualified Staff will be assigned to teach at the Southerner Academy (ALE). William "Rick" Rikard, Principal .3 FTE Brian Reardon .2402 FTE Brad McGhee .2110 FTE</p> <p>Students are placed in the ALE through an application from the parents and a review by the ALE committee.</p> <p>The curriculum at the ALE is design through a conference with the counselor. The counselor will refer to the student's eSchool transcript and determine what classes the student requires. Those classes will include both teacher directed curriculum and computer software (APEX) curriculum. The computer software curriculum will not exceed 49% of the student's day.</p> <p>The exit criteria includes a conference between the parent, student and the ALE committee. At times, other individuals attend the conference on an as needed basis. These individuals can include the resource officer, probationary officer, behavioral specialist.</p> <p>The safety nets for returning to the classroom include, but are not limited to: Hedgehog Team, Horizontal Alignment Team, the 2 F list review sponsor, conferences with the principal and counselor.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Materials and supplies will be purchased to support district research based programs such as AALI, Comprehensive Literacy, Growing with Math, Connected Math Program, Cognitively Guided Instruction (math), and Classroom Walkthrough as well as the materials to support professional development in these areas.</p> <p>Action Type: Professional Development</p>	Novella Humphrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Plan Evaluation: Curriculum Based Assessments, DSA, DRA and DIBELS, and STAR will be purchased and used to collect data to monitor district literacy and math curricula, pacing and student achievement.</p> <p>Action Type: Professional Development</p>	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Two instructional aides (1.0 FTE each) will be employed as part of a tiered intervention plan to assist elementary students in reaching grade/subject level area student learning expectations. Action Type: Alignment Action Type: Equity	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Professional Development funds will be used to support actions in the ACSIP plan including conferences, training, travel, lodging, meals and substitutes. Substitutes for teachers attending professional development/improvement of instruction activities will be paid out of Professional Development 223 (in building plans). This will include summer workshops on data disaggregation, pacing guide revision and professional development in areas of need provided by the academic coaches and the Academic Facilitator. Materials and supplies will be purchased to support PLC study of professional text. Other materials include but are not limited to Bloom’s wheels, chart paper, sticky notes, highlighters, printer cartridges and paper for group work and study. Action Type: Professional Development	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		PD (State-223) Purchased Services: \$26,393.05 PD (State-223) Materials & Supplies: \$2,598.59 PD (State-223) Employee Benefits: \$496.66 PD (State-223) Employee Salaries: \$2,294.00 ACTION BUDGET: \$31,782.30
Before, during or after school tutoring will be available to students in grades 5-12. Action Type: Alignment Action Type: Equity	Glenda Mueller, Dion Stevens, Roger Ried, William Rikard	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The Southside School Board members will participate in at least 6 hours of inservice training (new members 9 hours) sanctioned by the Arkansas School Board Association. Action Type: Professional Development	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Schoolwide Reform Strategies: Southside selects schoolwide, scientifically-based strategies to be used by all teachers and paraprofessionals. The curriculum is aligned with the Common Core State Standards. Provisions for increasing the amount and quality of learning time is in evidence in the school plans. Strategies have been designed and implemented at each school level to eliminate the achievement gap between groups of students. Action Type: Professional Development Action Type: Special Education	Glenda Mueller, Dion Stevens, Roger Ried, William Rikard, Dawn Jeffrey, Dinah Haertlein	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Instruction by and Attraction of Highly Qualified Teachers: All Southside teachers are be highly qualified for their areas of responsibility or are on an approved ALP. All paraprofessionals meet all educational requirements, testing and training.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Professional Development: All professional development at Southside School District is tied to the school improvement plan (ACSIP). Professional development is job embedded and centers around the Professional Learning Communities (DuFour, Eakers, et. al.). All hours are logged into each school's system for easy access and reporting.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Dinah Haertlein	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Parental Involvement: Southside School District demonstrates planning to increase parental participation in the educational programs and their child's education at each school level. Parents are involved in the development of the parent involvement policy, the creation of the ACSIP plan, evaluation of the parent involvement program and the learning compacts.</p> <p>Action Type: Parental Engagement</p>	Lori Satterwhite, Parent Services Dinah Haertlein, Federal Programs	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Transition: Each school in the Southside School District provides activities to ease the student's emotional and academic transition from early childhood programs to elementary programs, from elementary to middle school, from middle school to junior high or from junior high to high school and high school to post high school education or workforce.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	Dawn Jeffrey, Glenda Mueller, Dion Stevens, Roger Ried	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Measures to Include Teachers in Decision Making: Teachers and staff at all schools and at the district level are included in the analysis of data, the development of the overall program, creating pacing guides, formative assessments, and the alignment of their courses through their Professional Learning Communities, and through the Continuous Improvement Process and school level Leadership Teams.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Dawn Jeffrey, Glenda Mueller, Dion Stevens, Roger Ried</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Point in Time Remediation: All schools in the Southside School District provide effective timely additional assistance. The activities provided during these point in time remediations are focused on each child’s needs with the goal that each child reaches the proficiency or higher on grade level assignments based on standards from the CCSS. Professional development to develop skills to meet student needs is provided through NAESC.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Glenda Mueller, Dion Stevens, Roger Ried, Dawn Jeffrey, William Rikard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Coordination and Integration of Programs: Federal, state and local funds are used to coordinate and integrate services to improve instruction and learning (student achievement)</p> <p>Action Type: Equity</p>	<p>Roger Rich, Superintendent, Dinah Haertlein, Federal Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Plan Evaluation: The ACTAAP, Target Testing, progress toward meeting goals in academic areas, grade reports, attendance reports and discipline reports will be monitored and reported quarterly to the superintendent and School Board in regard to school programs to gauge effectiveness of programs. For Algebra 1 students (64 in number) in 2010-11, here are the results: There were 5 target tests (Pre-Test, Formatives 1,2.& 3, and Post-Test). There were 8 students who never scored proficient or advanced on any one of the target tests, and only 1 of these students was proficient on the EOC (with a score of 205). There were 17 students who scored proficient or advanced on only one of the target tests, and all but 3 students were proficient on the EOC (with 1 student being advanced). The remaining 39 students scored proficient or advanced on at least 2 of the target tests, and only failed to reach proficiency on the EOC (with a score of 198). Therefore, students who don't score proficient or higher on a single target test usually do not score proficient on the EOC. Students who score proficient or higher on 2 of the target tests usually score proficient on the EOC. Students who score proficient or higher on only 1 of the target tests can go either way on the EOC, but the majority wind up on the proficient side.</p> <p>The target tests are much more difficult than the EOC. So inferences on effectiveness must be based on the entire group of target tests rather than looking at each one individually. Literacy Middle School: Target Test Data Pre-Test to Post Test (Aggregate Data) Overall Gains in 5th Math: +38% points 6th Math: +14% points 7th Math: +39% points 8th Math: +30% points Pre-Test to Post Test (Aggregate Data) Overall Gains in 5th Literacy: +31 points 6th Literacy: -5 points 7th Literacy: -15 points 8th Literacy: +18 points -Overall Math 5-8 Target Test Data- 76% of students scored a 50% or better. -Overall Literacy 5-8 Target Test Data- 68% of students scored a 43% or better.</p> <p>Comparison Data: Target Test-Post Test versus ACTAAP Grade Level & Subject Target Test Post Test ACTAAP 5th Math 89% 86% 6th Math 80% 74% 7th Math 79% 82% 8th Math 55% 77% 5th Literacy 78% 85% 6th Literacy 60% 60% 7th Literacy 53% 74% 8th Literacy 86% 82%</p> <p>We have found the Target Tests to (generally) be a very good predictor for students who are at risk of not passing the ACTAAP at the end of the year. It allows us to flag students and then focus more attention on those students who are not performing on a regular basis. Teachers also use the Interim Assessments to make curricular and instructional decisions regarding what content is to be taught or retaught or what instructional strategies should be used to most effectively teach the desired learning objectives. Teachers can compare item by item and aggregate data with others teaching the same subject and grade level to help identify best practices in the classroom. This also helps to build a more collegial environment where teachers are willing to share and learn from each other. Using the Interim Assessments and</p>	<p>Roger Ried, high school principal, Dion Stevens, middle School principal, Glenda Mueller, elementary school principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>

September 26, 2014

Priority 1: Literacy

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Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Two certified preschool teachers, a 0.5 FTE teacher, and two aides will be placed in Southside Preschool to help close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers. See Early Childhood Priority.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Dawn Jeffrey Preschool Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>As part of a district initiative to provide intervention, Renaissance Place will be purchased for students in Southside Elementary and Southside Middle school. This is an on-line testing center for Accelerated Reader, STAR Reading, Early STAR, and STAR Math provide screening and assessment of student progress.</p> <p>Action Type: Technology Inclusion</p>	<p>Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I</p> <p>Purchased Services: \$1,250.00</p> <hr/> <p>ACTION BUDGET: \$1,250.00</p>
<p>Evaluation: The ELL program will use State sanctioned measures to determine the progress of the ELL students and the programs to meet their needs. Results for 2010-2011 We had 26 students in our ELL Program last year. They scored as follows on the ELDA: Level 5 Full English Proficiency 1 Level Advanced 9 Level 3 Intermediate 11 Level 2 Beginning 4 Level 1 Pre-functional 1</p> <p>Action Type: Program Evaluation</p>	<p>Sandra Presley</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Evaluation: The Southerner Academy (ALE) will determine success based on number of students who graduate with a GED or high school diploma. Of those students completing the ALE program as traditional seniors, the graduation/GED rate is 90%. For 2010-2011 there were no students who qualified as seniors.</p> <p>Action Type: Program Evaluation</p>	<p>William Rikard, ALE Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students that are interested in the ALE program are asked to fill out an application along with their parents/guardians. The parent, student, ALE teachers and high school principal serve as the committee. Once accepted, the student is given a curriculum that best fits his/her needs within the state requirements. Students are asked to write a future story for their return to the high school or for graduation. If the student returns to the high school, the student will meet with the Return Committee, which consists of the student and his/her parents/guardians, the two principals and the counselor, and a plan for successful reentry will be created.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Roger Ried, High School Principal the ALE teachers.	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Indirect cost will be allocated to the Southside School District for program expenses.</p>	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Alignment: Local curriculum assessments, instruction provided by Highly Qualified Teachers, Highly Qualified paraprofessionals, and professional development are in line horizontally and vertically with Arkansas Frameworks/Common Core State Standards and state assessments, and actions are included to show evidence of continual review and updating of alignment.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Novella Humphrey, Glenda Mueller, Dion Stevens, Roger Ried	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
<p>Each Southside School will have a Response to Intervention plan in place.</p>	Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dion Stevens, Middle /Junior High Principa	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Program Evaluation: Elementary will pilot a Summer Reading Program for 10-15 students. Students selected will be low socio-economic and at risk for failure in literacy. Books at each of the selected student' level will be delivered to the home by teachers at regular intervals throughout the summer. Our goal was for the students to maintain their end of the year reading level through the summer. Summer 2011 Results: 13 students completed the program. 9 maintained their end of the year reading level 2 grew (one 2 levels; one 4 levels) 2 regressed (one 2 levels; one 6 levels) Results show that 84.6% of the students met or exceeded the stated goal.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Glenda Mueller, principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$122,050.60

Intervention Southside will implement Professional Learning Communities district wide as a vehicle for school improvement.				
Scientific Based Research				
National Commission on Teaching and America’s Future. (2003) No dream denied: a pledge to America’s children: Washington, DC: AuthorSchmoker, M. (2004) Tipping point: From feckless to substantive instructional improvement. Phi Delta Kappan, 85(6), 424-432Marzano, R. (2003). What works in schools: Translating research into action. Alexandria VA: Association for Supervision and Curriculum DevelopmentDuFour, R., & Eaker, R. (1998) Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Professional Learning Communities initiative will be characterized by the following: Shared mission, Vision and values; Collaborative inquiry; Action orientation/experimentation; Commitment to continuous improvement; Results orientation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Novella Humphrey, Federal Coordinator, Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dio	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Professional Learning Communities will do the following: 1. Clarify what students will learn at each grade level and in each subject area 2. Clarify how we will know what students have learned 3. Clarify how the schools will respond when students do not learn Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Novella Humphrey, Federal Coordinator, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Rog	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
All professional development will be documented on district approved forms at the local school level and kept at the district level to prove whether each teacher has met or exceeded the 60 required hours. Action Type: Professional Development	Dinah Haertlein, Federal Coordinator, Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dion	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention Southside will implement Professional Learning Communities district wide as a vehicle for school improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Learning Communities will collaboratively develop formative assessments to gauge student learning during the year. Action Type: Professional Development	Novella Humphrey, Federal Coordinator, Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dio	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Professional Learning Communities will collaboratively develop a plan for responding to students who are not learning. Action Type: Alignment Action Type: Professional Development	Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Rog	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Professional Learning Communities will use action research and research-based decision making always seeking out best practices to increase student achievement and make instruction more efficacious. Action Type: Alignment Action Type: Professional Development	Novella Humphrey, Federal Coordinator, Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dio	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Administrators in the systems thinking Professional learning Communities initiative will become leaders of leaders. Teachers will become transformational leaders. Action Type: Alignment Action Type: Professional Development	Dinah Haertlein, Federal Coordinator, Dawn Jeffrey, Early Childhood Director, Glenda Mueller, Elementary Principal, Dion	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention Southside will implement Professional Learning Communities district wide as a vehicle for school improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Plan Evaluation: Principals will meet with Central Office once per 9 weeks to demonstrate norms, SMART goals, progress toward meeting SMART goals, regular meetings of the school PLCs, Hours accrued, celebrations, data statements, disaggregated data, needs assessments and gap analysis.</p> <p>Principals will document attendance at each PLC meeting which they have attended. Documentation will be kept at district level of all meetings and data.</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	<p>Roger Rich, Superintendent Dinah Haertlein, Federal Coordinator/Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>The Art and Science of Teaching (Marzano) will be used as a district wide base for professional development. In 2011-2012 the district focused on Design Questions 2, 3 and 4: Q2: What will I do to help students effectively interact with new knowledge? Q3: What will I do to help students practice and deepen their understanding of new knowledge? Q4: What will I do to help students generate and test hypotheses about new knowledge? In 2012-13 the district focused on Design Questions 5, 6, and 7: Q6: What will I do to Establish or Maintain classroom Rules and Procedures? Q7: What will I do to Recognize and Acknowledge Adherence and Lack of Adherence to Classroom Rules and Procedures? In 2013-14, the district will examine Design Questions 1, 8, 9, and 10. Q1: What will I do to establish and communicate learning goals, track student progress, and celebrate success? Q8: What will I do to establish and maintain effective relationships with students? Q9: What will I do to communicate high expectations for all students? Q10: What will I do to develop effective lessons organized into a cohesive unit?</p> <p>Action Type: Alignment</p> <p>Action Type: Professional Development</p>	<p>Roger Rich, Superintendent, Dawn Jeffrey, Early Childhood Director, Dion Stevens, Middle School Junior High Prinicipal, R</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>To attain skills to be leaders of leaders, Southside teachers and administrators will attend the PLC Institute.</p> <p>Action Type: Professional Development</p>	<p>Novella Humphrey</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
			<p>Total Budget</p>	<p>\$0.00</p>

Intervention Continuous Improvement Process				
Scientific Based Research				
<p>Marzano, Robert J. 2003. What works in schools: Translating research into action. Alexandria, VA: ASCD Deming, W. Edwards. 2000. The new economics for industry, government, education, 2nd ed. Cambridge, MA: The MIT Press Jenkins, Lee. Improving Student Learning, 2nd ed. Milwaukee: ASQ Quality Press Conyers, John G.; Ewy, Robert, 2004. Charting your course: lessons learned during the journey toward performance excellence, Milwaukee, WI: ASQ Quality Press http://www.principalspartnership.com/ScholasticAudits.pdf Suggested reading resources used by the scholastic audit and review process. Blankstein, A. M. (2004). Failure is Not an Option. Thousand Oaks, CA: Corwin Press. DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service. DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283 Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press, Inc. Lambert, L. (2003). Capacity for Lasting School Improvement. Alexandria, VA: Association for Supervision & Curriculum Development. Lewis, C. P. (1996). Building a Shared Vision: A Leaders Guide to Aligning the Organization (Corporate Leadership). University Park, IL: Productivity Press. Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. McLaughlin, M. W. & Talbert, J. E. (2006). Building School-Based Teacher Learning Communities. New York, NY: Teachers College Press. O'Hallaron, R. & O'Hallaron, D. (1999). The Mission Primer: Four Steps to an Effective Mission Statement. Richmond, VA: Mission Incorporated. Preuss, P. G. (2003). School Leaders Guide to Root Cause Analysis. Larchmont, NY: Eye on Education. Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision & Curriculum Development. Stone, R. & Cuper, P. (2006). Best Practices for Teacher Leadership. Thousand Oaks, CA: Corwin Press. Whitaker, T. (2006). What Great Principals Do Differently. Larchmont, NY: Eye on Education.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Create action plan for building support for CIP process at Southside School District Action Type: Collaboration	Administrative Team: Superintendant, principals, federal coordinator, Preschool director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Develop White Paper on CIP process to be used to build school and community support for CIP. Action Type: Collaboration	Administrative Team: Superintendant, principals, Federal/Curriculum Coordinator/ Preschool director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Define indicators with clearly noted evidence in each indicator for CIP Assessments. Action Type: Collaboration	Principals, federal coordinator, preschool director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Develop process for School Leadership Teams to analyze the CIP assessments. Action Type: Collaboration	Principals, federal coordinator, preschool director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention Continuous Improvement Process				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop CIP Assessments training for school leadership teams. The 2013-14 training will be held October 15, 2013 with follow up trainings in January and April. Materials include but are not limited to binders, tab dividers chart paper, sticky notes, highlighters, printer cartridges and paper. Action Type: Professional Development	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		Title I Materials & Supplies: \$1,000.00 ACTION BUDGET: \$1,000.00
Train School Leadership Teams in conducting CIP Assessments. Action Type: Professional Development	Principals, federal coordinator, preschool director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Substitute teachers will be provided for teachers professional development related to CIP	Administrative Team: principals School Leadership Teams	Start: 07/01/2013 End: 06/30/2014		Title I Employee Salaries: \$2,158.00 Title I Employee Benefits: \$802.79 ACTION BUDGET: \$2,960.79
Program Evaluation: School Leadership Teams report CIP Assessment data to schools and assist in determining SIP Goals for the coming year. Action Type: Program Evaluation	School Leadership Teams	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Consultants will be brought in from NAESC, the Mission, ADE, and other partnering agencies to assist in data disaggregation and goal setting, CIP modification, and standardizing the CIP process.	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
CIP Audit interviews will be conducted to create a three year school improvement plan.	Administrative Team	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$3,960.79

2 **Priority 2:** All students will achieve at or above grade level in mathematic district wide.

2.1 **Goal:** Students at the 3rd, 4th, 5th, 6th, 7th, 8th, and students completing Algebra I, II, and Geometry courses will perform at or above the proficient level on the math portion of the Arkansas Benchmark/EOC Examinations meeting or exceeding AYP.

Benchmark: Each campus in the Southside School District meets or exceeds the Annual Measurable Objective as set by the Arkansas Department of Education on the math portion of the Arkansas Benchmark/EOC Exams.

Intervention Improvement of Instruction				
Scientific Based Research				
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by Richard Dufour and Robert E. Eaker Standards-Based School Mathematics Curricula: What Are They? What Do Students Learn? SL Senk - 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
District staff (including ABC/HIPPY) will attend national conferences, federal meetings, and area conferences to expand and extend the effective use of federal programs. Consultants, travel, stipends for teachers to attend training outside of contract time (\$25.00 per hour), substitutes, and materials to support professional development are included in this budget. Professional Development fund 223 will pay for above mentioned subs and stipends. Funds are allocated at the building level. Action Type: Alignment Action Type: Professional Development	Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
District administration and Lead Teachers will work with consultants on the PLC initiative. Action Type: Professional Development	Roger Rich, Superintendent, Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Materials and supplies to support professional development will be purchased. Action Type: Professional Development	Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Professional Development: Principals and district staff will log hours onto the district professional development software. Actions based on the leadership professionals development will be tracked and will carry accountability from the central office. Action Type: Professional Development	Dinah Haertlein, Federal/Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Improvement of Instruction				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluation: ACSIP is reviewed annually. It is comprehensive, appropriate and addresses how Southside School district will support the building level School Improvement Plans. It addresses all compliance issues. Action Type: Program Evaluation	Dinah Haertlein, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Peer Review: A peer review was held by for each school in school improvement and the Southside School District. The review was held on September 25, 2013 Action Type: Collaboration	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Professional Learning Communities				
Scientific Based Research				
DuFour, R., & Eaker, R. (1998) Professional Learning Communities at Work: Best practices for enhancing student achievement. Reston, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside School District will continue to implement Professional Learning Communities through training and conferences. The district will train lead teachers in the PLC model. Stipends (commensurate with per diem for summer training) or substitutes will be paid. Action Type: Professional Development	Dinah Haertlein, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Administration from the central office and five schools will meet as a PLC regularly with an agenda, minutes, and celebration of outcomes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside Schools will continue to implement PLC teams to address issues concerning teaching and learning. These teams will meet regularly, post their meeting times on the district calendar, have an agenda, minutes, and celebrate outcomes. Substitutes (approximately 94 days of substitutes at \$60/day) and materials will be provided. materials include but are not limited to Bloom’s wheels, chart paper, sticky notes, highlighters, and professional books for small group study. Summer workshops on data, pacing guide revision and professional development based on data will be held using the PLC team format. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	Title I Materials & Supplies: \$500.00 Title I Employee Salaries: \$1,000.00 Title I Employee Benefits: \$405.00 _____ ACTION BUDGET: \$1,905.00
Professional development and materials to support PLC teaming or action research will be provided. Action Type: Professional Development	Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Teachers will use local assessments, summative and formative data, state and national exams to guide the actions of the PLC process. Action Type: Professional Development Action Type: Special Education	Glenda Mueller, Dion Stevens, Roger Ried, Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Professional Learning Communities				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Instructional Facilitators/Coaches in Literacy, Math and Science will work model strategies to engage the learner and to scaffold learning for students who have difficulty learning. They will work on building comprehension in practical and content reading and building academic vocabulary with teachers in the content areas of Science and Social Studies in response to ACTAAP data that shows Content and Practical Reading and Literary. . Action Type: Professional Development	Dion Stevens	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:

Intervention Professional Learning Communities				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Program Evaluation: The PLC matrix will be administered each spring to assist in program evaluation. 2013 Results: Results Orientation and Collaborative Teams seem to be the high points, as they have since May 2005. However, the perception of the faculty has shown stronger and stronger confidence each year moving from a 2.6 to a 3.4 in Results Orientation and from 2.9 to 3.5 in Collaborative Teams. Results Orientation High School 2.7 out of 4 Middle School 3.2 Elementary 3.4 Collaborative Teams High School 3.0 Middle School 3.5 Elementary 3.5 The common areas that show room for the most growth are the following: Continuous Improvement All our faculty members share and exhibit responsibility for the total development of all students. An action plan for our development is in place and is the focus of everyones work. We celebrate success and achievement regularly.</p> <p>Collaborative Teams All faculty members practice collaborative problem solving regularly. There is a high degree of communication and collaboration among all faculty members. Collaborative teamwork is always directed towards the shared purpose and vision of our school. All faculty members have identified and are connected to all stakeholders of their childrens education, both internal and external. Continuous Improvement is still the lowest area.</p> <p>Southside School District had implemented the CIP process to address this 7 year trend. In order to make the faculty aware of the CIP actions and progress, schools will have to keep placing data in front of the staff and celebrate areas that have moved to a 3 or become a brighter 3. Continuous Improvement High School 3.0 Middle School 3.3 Elementary 3.1 The common areas that show the most room for growth are the following: New information is shared with other learning communities outside our school district. Our faculty has a continuous feeling of discomfort with the status quo. All faculty members reflect, review and change continuously. Innovation and experimentation are the mainstays of how our school and district operate. Failure is seen as a way to learn and is modeled in our classrooms and in planning for both individual and learning community improvement processes.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Novella Humphrey	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Professional Learning Communities				
Actions	Person Responsible	Timeline	Resources	Source of Funds
			Total Budget	\$1,905.00

Intervention Alignment of Math/Science Curriculum K-12				
Scientific Based Research				
Jacobs, H.H., "Mapping the Big Picture: Integrating the Curriculum and Assessment K-12"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluation: All Professional Development will be evaluated through Classroom Walkthrough, classroom observations using CGI protocols,CCSS Look-Fors, peer observations and student assessment data. Action Type: Professional Development Action Type: Program Evaluation	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Actions in the ACSIP plan will be supported through professional development opportunities, travel expenses, and registrations. Action Type: Professional Development	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Fred Denison will serve as an Math Academic Coach (.11 FTE) in the High School. Action Type: Alignment Action Type: Professional Development	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Teachers	_____ ACTION BUDGET:
Materials and supplies to support the Growing With Math, CGI and Connected Math Programs will be provided. Action Type: Alignment Action Type: Professional Development	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Support science teachers as they align the science curriculum to Arkansas Frameworks and CCSS for Literacy in Science. Provide professional development and materials necessary to implement the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Dion Stevens, Middle School Principal Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Academic Improvement				
Scientific Based Research				
http://www.ascd.org/ASCD/pdf/Programs/Planned				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Academic tutoring/extended day will be expanded to include additional time for remediation to reach additional students. High School will initiate a Grab and Go Breakfast for students to attend tutoring during second breakfast. Junior High and Middle School established a Homework Lunch to provide extended opportunities for students to be successful with class assignments. Elementary will dedicate time for RTI and enrichment in building wide schedule.	Dion Stevens, Middle School Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	_____ ACTION BUDGET:
Students scoring below proficient on the Benchmark Tests, on the End of Course Literacy, Biology and Math Exams, or those who qualify for an IRI through the SAT 10 Testing program will participate in a remediation program using quality assessments to identify student needs and assess student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, roger Ried, High School Principal, William	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Extended day programs (before and after school and summer programs) will be measured by participation (number served or in attendance), by grades, and by performance of participants on the ACTAAP. Action Type: Program Evaluation	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal, William	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The district shall, at least annually, evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement. Action Type: Program Evaluation	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Materials to support student learning and professional development in the classrooms will be purchased.	Glenda Mueller, Dion Stevens, Roger Ried	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Academic Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative Evaluation: Target Testing, purchased service through the Northcentral Arkansas Educational Service Cooperative, will be used 5-12 as a curriculum based assessment. Target Testing will be used in math, science and literacy. Tests will be administered five times in literacy and five times in math (pre and post test to be administered as part of these assessments). Teachers will be trained in disaggregation by the administration/Instructional Facilitators/coaches and will meet in PLCs to use the data to tailor instruction. Action Type: Professional Development	Dion Stevens, Roger Ried	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
			Total Budget	\$0.00

Intervention Parental Involvement				
Scientific Based Research				
Epstein, Joyce L., "School, Family, and Community Partnerships: Preparing Educators and Improving Schools"; Westview Press, Boulder CO (2002).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each year, Southside School District will continue to offer no less than two hours for teachers for administrators in professional development designed to enhance understanding and relationships with parents and families of students at Southside School. Action Type: Parental Engagement	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
A reviewed and updated parental involvement plan will be integrated into the ACSIP plan. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Hire a Parent Service Coordinator, Lori Satterwhite (.55 FTE), to run the Parent Center. Action Type: Parental Engagement	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I Employee Salaries: \$20,781.75 Title I Employee Benefits: \$5,182.76 _____ ACTION BUDGET: \$25,964.51
Purchased services for travel, lodging, meals, and registration for parents, parent facilitators, Parent Services Coordinator to attend APCA and APEN conferences (in Hot Springs and a location to be determined annually by APCA) will be provided through Title 1 for professional development. Action Type: Parental Engagement Action Type: Professional Development	Novella Humphrey, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		Title I Purchased Services: \$1,200.00 _____ ACTION BUDGET: \$1,200.00
Southside School District runs a HIPPY Program for home instruction for parents of preschool youngsters. Currently HIPPY serves approximately 90 students. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Because over 60% of Southside students are of low socio-economic status, because so many of the families are single parent families, Southside School District will provide supplies needed for academic success to all children. Action Type: Parental Engagement	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014	Computers	_____ ACTION BUDGET:

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Parent Center will keep and advertise a current supply of books, materials, magazines, and other informative materials for parents to check out. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
High School Seminars will be held informing parents of high school students about how to be involved in the decisions affecting course selection, career planning and preparation for post-secondary opportunities. Additionally, seminars will be offered in various topics to help parents with assisting in their student's success. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator, High School Counselor	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside will consider recruiting Alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator, Carrie Bullard, Elementary Parent Facilitator, Peggy Anderson, Middle, Be	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Other activities are engaged in that use community resources to strengthen school programs, family practices, and student learning. Action Type: Collaboration	Lori Satterwhite, Parent Services Coordinator, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Princip	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
the PAC will meet annually to evaluate the Parental Involvement Program and compliance with Act 397 and current rules and regulations. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator, Building Facilitators	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
School Calendar will reflect two parent teacher conferences yearly. Action Type: Parental Engagement	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Parent Center advertises through television and radio PSA's Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Planning for activities promoting responsible parenting including meetings with the PAC, collecting data through surveys, and input from district staff. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents Make a Difference Nights are planned throughout the school year. The State of the School Report to the Public is held annually in September. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Volunteer resource book (based on parent surveys and faculty needs) is published annually. This is based on parent interests, matched to school needs and with frequency based on availability, including working from home. All volunteers will participate in an orientation/training program. Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Princip	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Process for resolving parental concerns is published through the school's policy handbook, and the parent information packets in the school's process for resolving parental concerns including how to define a problem, whom to approach, and how to develop solutions). Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator, Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Home Access Center (HAC): Grades K-12 will post grades on a secure software that will allow all parents access to their students' grades. Action Type: Parental Engagement	Brandon Dayberry, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	Computers	_____ ACTION BUDGET:
On-line lesson plans: Plans will be posted on the elementary school website, while grades K-12 will use the free website for schoolnotes.com to post plans and schedules for parent and student access. Action Type: Parental Engagement	Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014	Computers	_____ ACTION BUDGET:
Family Kits (Information Packets) will be prepared and distributed to parents as required by law and will include: a parent friendly summary of the Southside School District's Parental Involvement Plan; School Compact; School handbook; school/district map; list of ways parents can be involved at school; district calendar including two parent/teacher conference days, Parent Resource Center Catalog highlights and hours and location of the Parent Center, refrigerator curriculum, notification of other activities and seminars, contact information for parents about each school, parent facilitators, volunteers, school personnel, and the district website. Action Type: Parental Engagement	Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, High School Principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Communication folders will be sent home weekly for a meaningful 2-way communication between school and home. Action Type: Parental Engagement</p>	<p>Glenda Mueller, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Purchase an on-line webpage program from the Parent Institute (School Success Web content Service) to enhance the effectiveness of electronic communication between the school and home. Action Type: Parental Engagement</p>	<p>Lori Satterwhite</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>E-trition and EZ School Pay: All patrons have a PIN number access to monitor the monetary balance selected by their children. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Brandon Dayberry, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Parent Service Coordinator will work to network area businesses, services, health care providers, public and private schools and their programs, higher education and civic organizations. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Lori Satterwhite</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>No policy or procedure will be in place that would discourage a parent from visiting the school or from visiting a child’s classroom during school events. Action Type: Parental Engagement</p>	<p>Roger Rich, Superintendent Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger Ried, Hig</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Statements of Commitment will be published through the school’s policy handbook, in the school’s process for resolving parental concerns including how to define a problem, whom to approach, and how to develop solutions). Action Type: Parental Engagement</p>	<p>Lori Satterwhite, Parent Coordinator, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Principal, Roger</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Facilitators (licensed and certified employees of the district) will serve as parent facilitators at each school in the district. They will help to organize training and will receive supplemental pay for their services. the facilitators for 2013-2014 are Lisa McGhee, preschool, Becca Russell, Elementary Blythe Keller, Middle School and Junior High Becky Henley, High School Action Type: Parental Engagement	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Materials and supplies to support a curricular aligned program, Make and Take Mondays, for parents of students in grades K-4. Each Monday is designated to assist parents with creating games, instructional activities, and other learning ideas that are aligned to skills currently being studied at the spotlighted grade level. Action Type: Alignment Action Type: Parental Engagement	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will provide for joint collaboration with parents, community members, teachers, etc. ensuring that parents and community members are actively engaged in contributing to the development of ACSIP. Action Type: Alignment Action Type: Parental Engagement	Dinah Haertlein, Federal Coordinator, Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Parental Involvement shall be addressed through activities such as: Tail Gate Party; Grandparent Breakfast and Book Fair; Make and Take Mondays; Angel Tree Project; Spotlight on Families (an awards ceremony for students and their families that are proficient or advanced on the Benchmarks); Literacy Day (Dr. Seuss' Birthday); Men Make A Difference Day; Parent Nights (by grade level or department) and assistance with meal planning; Tote Bags for easy packaging and transport of materials for parents to use between the Parent Center and home and an Alumni Group. Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		Title I Materials & Supplies: \$3,000.00 _____ ACTION BUDGET: \$3,000.00
Southside School District will provide support for schools to develop policies/programs to improve student achievement. Action Type: Parental Engagement	Novella Humphrey, Federal Coordinator, Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside School District will provide parental involvement strategies for public and private preschool programs through the Southside Parent Center, HIPPPY, the Southside Preschool, the PACE program, and the White River Planning and Development District Pick Up and Delivery System. Action Type: Parental Engagement	Dinah Haertlein, Federal Coordinator, Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Evaluation: Southside School District will conduct annual assessments of the effectiveness of the Parental Involvement Programs and the efficient use of academic and non-academic activities. Action Type: Parental Engagement Action Type: Program Evaluation	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District is a Schoolwide Title I program. As such the district will offer the following: A. Provide assistance to parents in understanding content and how to monitor their child's progress and academic assessments. B. Provide materials and training to help parents work with their children to improve academic achievement. C. Educate teachers, principals and other staff in the importance of effective communication, and the value and utility of contributions of parents. D. Coordinate and integrate parent involvement programs and activities. E. Ensure that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand. F. Provide other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement Action Type: Professional Development	Lori Satterwhite, Parent Services Coordinator, Glenda Mueller, Elementary Principal, Dion Stevens, Middle School Princip	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will provide an annual training and opportunities for role play for volunteers who assist in an instructional program for parents. Action Type: Parental Engagement Action Type: Professional Development	Lori Satterwhite, Parent Services Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
In order to provide all students with needed materials and supplies and to assist parents in these hard economic times, southside School District will purchase all needed school supplies Pre-K 12. Action Type: Equity Action Type: Parental Engagement	Novella Humphrey, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Parental Involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I Services Information: The school/district will provide the following to parents of students receiving Title I services: a) Parent's Right To Know b)Annual Reprot Card c) Written State Complaint Procedures f) Parental Communication G) Disabled Parents to ensure meaningful participation in /title I, Part A Programs.	School Principals, Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$30,164.51

- 3 **Priority 3:** Southside School District will provide a safe, healthy and drug free environment to ensure student safety and enhance learning.
- 3.1 **Goal:** A Wellness Committee will be selected from stakeholders throughout the school and community to act as an advisory committee for the district on the priority of wellness.
- Benchmark:** Surveys on at risk behaviors and health indicators such as the BMI index indicate the need for wellness as a priority.

Intervention Southside School District has a wellness committee in place (NPAAC). The committee reviews the Arkansas Prevention Needs Assessment Student Survey and the Independence County Health Survey.

Scientific Based Research

National Institute of Drug Abuse publication No. 04-4212 (B), October 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>5.29WELLNESS POLICY</p> <p>The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.</p> <p>The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students.</p> <p>Goals In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to 1. Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy;1 2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;2 5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6. Not use food or beverages as rewards for academic, classroom, or sports performances; 7. Ensure that drinking water is available without charge to all students; 8. Establish class schedules, and bus routes that dont directly or indirectly restrict meal access; 9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;3 11. Abide by the current allowable food and</p>	<p>Jon Johnston, Kristie Jenkins Co-Chairs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET:</p>

Intervention Southside School District has a wellness committee in place (NPAAC). The committee reviews the Arkansas Prevention Needs Assessment Student Survey and the Independence County Health Survey.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside School District, will administer the Arkansas Prevention Needs Assessment (APNA) yearly, in association with the Arkansas Department of Health, The Arkansas Center for Health Statistics, and The Independence Hometown Wellness Initiative. The results will be compared to previous data to help to assess SDFS program effectiveness. Parents will be advised on the results through the Southside Parent Center. Action Type: Collaboration Action Type: Wellness	Lisa Rich	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The Wellness Committee will meet regularly during the school year with parents and stakeholders to review programs and data and assist in making plans for wellness. Action Type: Collaboration Action Type: Wellness	Jon Johnston, Kristie Jenkins Co-Chairs	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Results from APNA, local surveys, anecdotal records, school discipline records, and will be reviewed annually, or as made available to evaluate the progress of the actions on wellness. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Terresia Coe, Lisa Rich, Dinah Haertlein	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Professional Development: The results of surveys will be shared with the staff of Southside School district and the parents. At risk behaviors will be monitored and progress in reducing these behaviors will be reported. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Lisa Rich, Teressia Coe, Pat Moser, Sharon Carpenter counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention School Nurse				
Scientific Based Research				
School Nurse Outcome Measures: How school nurses benefit consumers, Maire, J.M. (2001) Washington State Office of Superintendent of Public Instruction by Center for Children with Special Needs.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside School District will hire an RN nurse (1.0 FTE) to provide medical and advisory care above and beyond the requirements of the State of Arkansas (Act 59:6.05.8). Salary, benefits, purchased services, equipment, and materials and supplies are included. Action Type: Alignment Action Type: Equity Action Type: Wellness	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Records will be kept on students served, relevant shot records, health screenings, BMI and classroom instructions in health related subjects. These records are available for viewing, as well as the contract for the nurse. Action Type: Program Evaluation Action Type: Wellness	Krystal Brennan, School Nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Professional development on asthma awareness will be provided to all teaching staff - regular education and special education as well as aides. Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Krystal Brennan, school nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
The school nurses will be included on the Wellness Committee as an integral part of the system. Action Type: Collaboration Action Type: Wellness	Jon Johnston, Kristie Jenkins Co-Chairs	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

3.2 **Goal:** Goal 2: To reduce the number of students participating in unhealthy and or unsafe behaviors (drugs, alcohol, sex, eating disorders or unhealthy body images, violence, lack of exercise).

Benchmark: The Arkansas Prevention Needs Assessment Student Survey 2005 results for Southside School District showed that students in grades 6, 8, 10, 12 50%-100% were receiving alcohol from someone else’s home. Alcohol use among our students was 38%-80% which is higher than the state average. The Independence County Youth Health Survey 2004-2005 indicated that 63% students in grades 7-12 have tried at least one drink of alcohol during their life. Southside School District will work to decrease these levels by 10%.

Benchmark: The number of corporal punishments, ISS, and OSS referrals will be reduced by 10% during the 2007-2008 school year. The number of students reporting risky behaviors on the YRBS will be reduced by 10%, and the number of Middle School students reporting (Mid South Self Study) that they feel less safe will be reduced by 10%. (Survey will be regiven during 2007-2008)

Intervention Survey stakeholders to determine current reality on wellness issues.				
Scientific Based Research The YRBS and the Arkansas Prevention Needs Assessment have years of comparative data and are well accepted in their fields. Any other surveys used will be selected after review by the Wellness Committee.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Wellness committee will meet on a regular basis to review student surveys (APNA)and safe behavior education in grades Prek -12. The committee will also gather data for the Fruits and Vegetables grant and the Safe Routes to Schools Grant. This review will begin in the fall of 2011. Action Type: Program Evaluation Action Type: Wellness	Kristie Jenkins/Jon Johnston CoChairs	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The Wellness Committee will review all attendance and discipline data as a way to evaluate the wellness plans. Action Type: Collaboration Action Type: Wellness	Kristie Jenkins/Jon Johnston	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Dissemination of data on wellness to all parts of the school will be done through the Physical Education PLC to ensure that all stakeholders are aware of the results of surveys and studies on the state of Southside School District’s wellness interventions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Jon Johnston	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Survey stakeholders to determine current reality on wellness issues.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Southside School District Resource Officer, Randall Lamons, will be hired to respond to alarms during the night and off time hours indicating fire, break in, or vandalism. He will be hired to work during the summer school hours while children are present. Officer Lamons in an employee of the Southside School District and commissioned through the Independence County Sheriff's Department.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Roger Rich, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) Employee Benefits: \$153.00 NSLA (State-281) Employee Salaries: \$2,000.00 <hr/>ACTION BUDGET: \$2,153.00</p>
<p>Character education, drug and tobacco awareness, violence prevention and social skills programs will be supported in the schools through the district. Professional development will be provided to staff on these programs to make them more effective and coordinated.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Lisa Rich, Terresia Coe, Pat Moser, Sharon Carpenter counselors</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p><hr/>ACTION BUDGET:</p>
			Total Budget	\$2,153.00

Intervention Southside School District will partner with Woods and Associates to implement a School Based Mental Health Initiative				
Scientific Based Research http://nasponline.org/information/pospaper_mhs.html National Association of School Psychologists:Position statement on mental health services in the schools http://72.14.203.104/search?q=cache:T9CHWdERJuoJ:www.acc.k12.ar.us/sig/School				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Partners from the SBMH partner company will be invited to sit on the Wellness Committee. Action Type: Wellness	Jon Johnston, Kristie Jenkins Co-Chairs	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Additional professional development, materials and supplies for SBMH professionals to assess or implement new initiatives or to enhance current services will be provided as deemed necessary by Southside School District. Action Type: Professional Development Action Type: Wellness	Claudia Reese	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Increased parental involvement will be fostered through the Southside Parent Center and Public meetings dealing with risk behaviors in the students at Southside. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Kristie Jenkins/Jon Johnston	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Support personnel for students in immediate need will be brought in on an emergency basis as determined by family, administration, counselors or mental health professionals. Action Type: Collaboration Action Type: Wellness	Pat Moser, Terresia Coe, Lisa Rich	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The SBMH Therapist will work closely with parents, students and classroom teachers on academic improvement plans and will write academic goals and objectives that are measurable. The Therapist will be able to sit in on conferences, conduct workshops and participate in the ACSIP process as a full team player. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Claudia Reese	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Southside School District will partner with Woods and Associates to implement a School Based Mental Health Initiative				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Three and four year old children and their families are eligible for services through the SBMH initiative. They will be referred through Dawn Jeffrey to the therapist.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Wellness</p>	Claudia Reese	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>The District LEA will serve as the nexus between the parents, the classroom and all therapists working with Southside students. All scheduling will be done through her, and she will be the point of contact if the Therapist is not able to be on campus on designated days or times. She will serve as a point of contact for parents concerning the program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	Claudia Reese	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>The therapists (Woods and Associates) will work closely with counselors, teachers and parents to create the best plan for each child who is referred to and qualifies for SBMH services.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Wellness</p>	Dr. James Woods	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>Southside School District, in partnership with Woods and Associates, will provide space and resources for a therapist to work on site with all students needing services. Therapy will be provided at no cost to parents or guardians. Southside School will partner with Health Resources to cover the cost of serving students who have no pay source or deductibles.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	Claudia Reese	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:

Intervention Southside School District will partner with Woods and Associates to implement a School Based Mental Health Initiative				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Southside students will be referred to the SBMH therapist through the counselors (Gatekeepers). Counselors will gather the information from the parents, the classroom teachers and principals on attendance, discipline, work habits, and behavior. They will try interventions from their office. If they see the need, they will refer to the SBMH Therapist.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Pat Moser, Sharon Carpenter, Lisa Rich</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Any student with an IEP who is not making desired gains (passing subjects with modifications in place) may be referred to the SBMH Therapist through the counselors.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness</p>	<p>Claudia Reese</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Evaluation: Southside School District will meet with Woods and Associates to evaluate the mental health partnership after each semester. The program will evaluate the progress on the academic outcomes for each student. The data will be used to monitor progress and to make changes to the services. Data will be reported to the superintendent and will be used as the basis for continuation of the partnership. This began in the fall of 2011.</p> <p>Action Type: Program Evaluation</p>	<p>Claudia Reese</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

3.3 **Goal:** Goal 3: To increase awareness of the benefits of living a healthy lifestyle.

Benchmark: To decrease the number of students with high BMI ratings by 10%.

Intervention To implement a healthy living and nutrition educational component PreK-12.				
Scientific Based Research http://www.acfn.org American Council for Fitness and Nutrition:A resource and advocate for long term sustainable solutions				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Southside School District teaches nutrition and health education in family and consumer sciences, health, physical education and Brain Gym classes. Southside Middle School offers a Nutrition and Healthy Living program through Farm Bureau. Action Type: Wellness	Glenda Mueller, Dion Stevens, Roger Ried, Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Support safe and drug free education schoolwide through forming Ambassador programs to mentor new students as they transition into this district, offering positive enrichment and recreational programs after school, and purchase of materials and supplies to support these programs. Both of these programs will align, enhance and compliment the Character Education programs currently in place. Action Type: Professional Development Action Type: Wellness	Lisa Rich, Terresia Coe	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside Elementary has a Walk Fit Program, 3rd and 4th grade students are offered intramurals for basketball and kickball, 1st- 3rd grade students are offered a little dribbler program, K-4 participate in the walk for March of Dimes, reward recesses, Health Fair for students and parents. Southside Middle School and Junior High offer a Walk Fit Program, Striders for 5th and 6th grade, Archery Class, 5th and 6th grade intramurals, 5th-8th basketball, softball and baseball for 7th and 8th graders; cheerleading and dance. Students in grades 7th and 8th are offered the following sports: basketball, football, track, cross country, volleyball, cheerleading and dance. Southside High School offer the following sports for students in grades 9th-12th: basketball, baseball, softball, volleyball, football, track, tennis, golf, cross country, soccer, swimming, cheerleading and dance. Action Type: Wellness	Glenda Mueller, Dion Stevens, Roger Ried, William Rikard, Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention To implement a healthy living and nutrition educational component PreK-12.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Program Evaluation: The Wellness Committee will assess student programs, BMI, nutrition programs and other healthy living and nutrition components. This will begin in the fall of 2011. Action Type: Program Evaluation	Kristie Jenkins/Jon Johnston co chairs of Wellness Committee	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
In order to provide more opportunities for a healthy lifestyle for the students and community of Southside, the school district will partner with Independence County Parks and Recreation Board and the Arkansas Game and Fish Commission to provide a nature walking trail and joint use of school facilities.	Kristi Jenkins	Start: 07/01/2013 End: 06/30/2014	Community Leaders	ACTION BUDGET:
			Total Budget	\$0.00

3.4 **Goal:** To provide a safe environment for students and staff.

Benchmark: To reduce by 20% incidents of vandalism and risky behavior 24/7.

Intervention Place security cameras in the Southside High School buildings to be monitored by the security officer on campus.				
Scientific Based Research http://www.ncjrs.gov/pdffiles1/ojjdp/book4.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ARRA funds and Title IV-A funds were used toward the purchase and installation of a Southside High School security system. Action Type: Wellness	Roger Ried, Principal	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
A resource officer will be paid for extra duties to assist in keeping the campus safe for students and staff. Following updates to the security plan for the district, additional security officers will be hired as needed to ensure the safety of students on all campuses and purchase and installation of additional security monitoring devices.	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) Purchased Services: \$13,900.00 ACTION BUDGET: \$13,900.00
The resource officer will prepare bi-annual reports detailing incidents regarding security and safety. Action Type: Program Evaluation	Randy Lamons, Resource Officer	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$13,900.00

Paid boys come to school at a disadvantage when compared to paid girls.
 The Early Childhood program at Southside School District strives to ensure that every child has the skills and is developmentally ready to enter kindergarten.
 The focus will be to bring students to appropriate developmental readiness levels.
 Paid boys come to school at a disadvantage when compared to paid girls.
 The Early Childhood program at Southside School District strives to ensure that every child has the skills and is developmentally ready to enter kindergarten.
 The focus will be to bring students to appropriate developmental readiness levels.

3.5 **Goal:** To increase services to preschool youngsters and their parents.

Benchmark: To provide a quality preschool home-based program to children in and to 200% of poverty (HIPPIY/ABC).

Benchmark: The number of families served through HIPPIY will increase from 54 to 85 and ABC from 20 to 70 (or more if slots become available).

Benchmark: Increase screening and identification of children with developmental or speech delays to 50 students.

Intervention To empower parents to be their child’s first best teacher through the Home Instruction for Parents of Preschool Youngsters Program (HIPPIY).				
Scientific Based Research www.hippyusa.org/Research/research_summary.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue the HIPPIY program to serve 90 families of children in poverty ages three to five. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Collaborate with the Parents as Teachers Program in Batesville to serve those children at 200% of and in poverty from birth to three years of age Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
To increase parental involvement and empowerment as well as networking through monthly parent meetings and/or home visits Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention To empower parents to be their child’s first best teacher through the Home Instruction for Parents of Preschool Youngsters Program (HIPPY).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To increase collaboration with community/DHHS resources through Community Helpers (in cooperation with the Southside Preschool), and Angel Tree (Independence County schools and merchants). Action Type: Collaboration Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014	Community Leaders	_____ ACTION BUDGET: _____
Enhance cultural experiences for HIPPY children through concerts, participation in Arts in Education, and Arkansas Children’s Week experiences Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014	Community Leaders Outside Consultants	_____ ACTION BUDGET: _____
Increase literacy through enrolling HIPPY students in the Book-It for Beginners program through Pizza Hut; Scholastic Book Fairs for preschool students and parents; and the creation of library cards for HIPPY children and their families. Action Type: Collaboration Action Type: Equity	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014	District Staff School Library	_____ ACTION BUDGET: _____
Screen HIPPY student’s initially with Dial 3 and evaluate progress through Work Sampling.	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	_____ ACTION BUDGET: _____
Transition to Kindergarten: Ensure that HIPPY children and their families are familiar with and connected to the K-12 system through transition activities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	_____ ACTION BUDGET: _____
Celebrate completion of the HIPPY program for parents and their children who will be entering Kindergarten through a graduation celebration Action Type: Parental Engagement	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET: _____
Assist parents of HIPPY children to apply for AR Kids First if needed. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET: _____

Intervention To empower parents to be their child’s first best teacher through the Home Instruction for Parents of Preschool Youngsters Program (HIPPY).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Special Education services through the Southside School District Early Childhood Special Education program to children in the HIPPY program who qualify in home or at the school site. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Use the HIPPY family support curricula to help parents create a networking system for themselves and to inform parents about community resources. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Provide Mental Health Services through the School Based Mental Health collaboration between Southside School District and Health Resources. Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Program Evaluation: HIPPY regulations and evaluations will be followed and are assessed by External HIPPY administrators. Results of the evaluations are submitted to the Southside School Board. The Southside HIPPY program has earned a Sellar ranking for the last seven years. This is the highest ranking possible. Action Type: Program Evaluation	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Increase the services to families in and at 200% of poverty through expanding the ABC/Center Based Preschool Program.				
Scientific Based Research				
<p>www.aradvocates.org/newsroom/NIEERreport.doc Arkansas Only State to Recieve a Perfect Score for Quality Preshcool Program- www.sreb.org/programs/srr/pubs/State_Prekindergarten.pdf Southern Regional Education Board: State Supported Prekindergarten in the SREB Region: Growing in Hard Timeshttp://www.highscope.org/Research/PerryProject/PerryAge40SumWeb.pdfThe High/Scope Perry Preschool Study- http://www.childrensdefense.org/earlychildhood/statefacts/AR.pdfArkansasEarly Childhood Development FactsPrepared by the Childrens Defense Fund, March 2005</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Special Education to preschool students through the Southside Early childhood Special Education Program. Action Type: Equity Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Provide Mental Health services to preschool children through the School Based mental Health collaborative efforts of Rivendell and the Southside School District. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET:
Screen Preschool students with the Brigance and Preschool initially and evaluate progress through the year with Work Sampling Assessments. Students failing the screening will be referred to Special Education. Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	ACTION BUDGET:
Enhance cultural experiences for Preschool children through concerts, field trips, and Arkansas Children’s Week experiences Action Type: Collaboration Action Type: Parental Engagement	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Community Leaders Outside Consultants	ACTION BUDGET:
Transition to Kindergarten: Ensure that Preschool children and their families are familiar with and connected to the K-12 system through transition activities. Action Type: Alignment Action Type: Collaboration	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Assist parents of Preschool children to apply for AR Kids First if needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention Increase the services to families in and at 200% of poverty through expanding the ABC/Center Based Preschool Program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Program Evaluation: Kindergarten Readiness Checklist (4-Year-Olds) and the Developmental Readiness Checklist (3-Year-Olds) will be used to monitor student progress from a baseline each September. 2011 Results: 76% of the kids are in poverty. Of those in poverty: 53% are boys 47% are girls Of the children living in poverty 67% of the boys knew 10 or more letters by the end of the year. Of the children living in poverty 95% of the girls knew 10 or more letters by the end of the year.</p> <p>Action Type: Program Evaluation</p>	Dawn Jeffrey, Early Childhood Director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
In order to met the needs of the community, Southside has expanded the Preschool program by adding a toddler classroom for ages 18 months to 36 months. This included setting up a classroom and a play yard for the children in 2011.	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
An additional classroom for toddlers 18 months to 24 months has been added. NSLA monies were used to outfit the classrooms with needed materials and supplies.	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
In response to the demand by community, additional preschool facilities were built to accommodate children on the waiting list for Southside Preschool. An additional three year old class will opened in the 2012-13 school year.	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Expand Special Education services to preschool children				
Scientific Based Research				
http://www.aecf.org/cgi-bin/cliiks.cgi?action=profile_results&subset=ARCLIKS : Community-Level Information on Kids indicating the need for expanded special education services				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ a paraprofessional to assist in serving the needs of Special Education students in the community. Action Type: Special Education	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Expand screening of preschool youngsters to ensure services to students demonstrating need. Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Partner with existing providers and area school districts to provide opportunities for screening and health services. Action Type: Collaboration Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Collaborate with HIPPIY, Head Start, ABC, PAT and child care centers and family homes to serve all students identified as needing special services in the Southside School District. Action Type: Collaboration Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District administers its own Early Childhood Special Education Program. The Early Childhood Director, Special Education Teachers (developmental and Speech) and Aides are employed by the district in order to have a more responsive to the needs of the district as far as service and accountability. Action Type: Special Education	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Provide a 1.0 FTE Speech Therapist to serve preK-K students Action Type: Special Education	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Provide quality professional development to preschool teachers whether from the Southside School District or center based or family home providers.				
Scientific Based Research www.sedl.org/change/issues/issues61.htmlProfessional Learning Communities: What Are They and Why Are They Important?http://www.annenberginstitute.org/images/ProfLearning.pdfProfessional Development StrategiesThat Improve Instruction				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Training in CPR and First Aid will be provided to all preschool staff. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Providers of preschool (including HIPPY) education in school or within district, will receive training in Pre-ELLA, Math and Science for Three and Four Year Olds, Early Childhood Frameworks and Social Emotional. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
The Southside Preschool staff (including preschool Special Education staff) will receive training in Work Sampling (in conjunction with HIPPY educators) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	ACTION BUDGET:
Southside Preschool staff, Special Education staff and HIPPY staff will receive training in the School Based Mental Health initiative to understand referral and treatment plans. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET:

Intervention Provide quality professional development to preschool teachers whether from the Southside School District or center based or family home providers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In partnership with Child and Youth (Batesville), training will be provided dealing with ADD/ADHD. Private providers will be invited and encouraged to attend. Subs will be provided. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Preschool providers in public school or private school will be trained at AECA. Subs will be provided. Preschool techers will be presenting at AECA. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District preschool staff will be trained and participate in the K-12 Professional Learning Community initiative in Professional Development. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dawn Jeffrey Dinah Haertlein	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	_____ ACTION BUDGET:
Southside School District Preschool teachers and Director will attend training for ABC, Special Education, and other required training. Additionally, the staff may attend any training aligned to their goals and needs. Action Type: Professional Development Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will support professional development for HIPPY/ABC staff above and beyond that required by the Arkansas Better Chance program through Title I funds. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Dinah Haertlein	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
All teachers in the Preschool will have an AA, CDA or Arkansas Teacher's License depending on position. Any new hires will attain the required degree. Action Type: Professional Development	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Provide quality professional development to preschool teachers whether from the Southside School District or center based or family home providers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
			Total Budget	\$0.00

<p>Intervention In order to be a more responsive and functional system, inclusion of private providers (home or center based) in Southside School District planning and funding.</p>				
<p>Scientific Based Research http://www.mcrel.org/PDFConversion/SchoolImprovementReform/AskingRightQuestions.htmlthinking Asking The Right Questions: A Leaders Guide to Systems Thinking about School Improvement 'McREL September 2000</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Southside School District will purchase curriculum for all regulated child care facilities in the district (home or center based). Quarterly assessments will be required of all participating entities. The data will be consistent throughout the preschool system to allow evaluation of curricula.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>Southside School District will support 33 children in the Southside School District by purchasing the Imagination Library (a monthly quality hardback book delivered to any 0-5 year old child enrolled in the program). Imagination Library is part of a county wide literacy initiative. Although all children are welcomed, the district targets those of low socio-economic status, ELL homes, special needs children or single parent families.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:
<p>The Southside Parent Center will assist in supporting the Imagination Library literacy initiative by providing parent education programs by creating programs/make and takes using the books provided through the initiative.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Lori Satterwhite	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET:

Intervention In order to be a more responsive and functional system, inclusion of private providers (home or center based) in Southside School District planning and funding.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to smooth the transition to Kindergarten for children who have not attended preschool. Southside School District will provide a KinderCamp. This will be a week long full day experience run by Kindergarten teachers for those children about to enter Kindergarten. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Children receiving the Imagination Library books will be part of an evaluation to assess whether this action enhances learning.	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will support all regulated district childcares whether centers, family homes or faith based with access to the pick up and delivery system in partnership with White River Planning and Development District's Success by Six program. Action Type: Collaboration	Dawn Jeffrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

4 **Priority 5:** Students at Southside will be provided an aligned social skills and character education program that will lead to increased academic performance, decreased disorderly conduct and risk behaviors as well as increased attendance.

4.1 **Goal:** Decrease incidence of disorderly conduct.

Benchmark: Disorderly conduct 2012-2013

Intervention Implement and align Character Education Program PreK-12				
Scientific Based Research				
<p>Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of Positive Youth Development Programs. <i>Prevention and Treatment</i>, 5, Article 15. Available on the World Wide Web: http://journals.apa.org/prevention/volume5/pre0050015a.html; Clayton, C. J., Ballif-Spanvill, B., & Hunsaker, M. D. (2001). Preventing violence and teaching peace: A review of promising and effective antiviolence, conflict-resolution, and peace programs for elementary school children. <i>Applied and Preventive Psychology</i>, 10, 1-35; Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2001). The prevention of mental disorders in school-aged children: Current state of the field. <i>Prevention and Treatment</i>, 4, Article 1. Available on the World Wide Web: http://journals.apa.org/prevention/volume4/pre0040001a.html; Payton, J. W., et al. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behaviors in children and youth. <i>Journal of School Health</i>, 70, 179-185; Sherman, L. W. et al. (1998, July). Preventing crime: What works, what doesnt, whats promising. <i>Research in Brief</i>. Washington, DC: U. S. Department of Justice, National Institute of Justice. Available on the World Wide Web: http://www.ojp.usdoj.gov/nij; Solomon, D., Watson, M. S., & Battistich, V. A. (2001). Teaching and schooling effects on moral/prosocial development. In V. Richardson (Ed.), <i>Handbook of research on teaching</i> (4th ed., pp. 566-603). Washington, DC: American Educational Research Association.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In grades K-12 teachers will have access to supplementary material. Action Type: Wellness	Counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
The Character Education program (named KFC in Elementary and Southern Hospitality in grades 5 - 12) has several incentives. They include certificates, student of the month plaque, SHS Good Citizen award, display of student photos, bumper stickers. Action Type: Wellness	Counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
A Character Education Website (www.charactered.net) is available for teachers to get ideas and resources. Action Type: Wellness	Pat Moser/Sharon Carpenter	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
There are various programs that support Character Education. The Pickle Program, Auto-B-Good, Bullying, Drugs, Abuse, and Careers. Action Type: Wellness	Pat Moser/Sharon Carpenter	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Implement and align Character Education Program PreK-12				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Materials and supplies to support aligned schoolwide programs in social skills and character education will be purchased through available funds Action Type: Alignment Action Type: Wellness	Lisa Rich, Terresia Coe, , Pat Moser, Sharon Carpenter	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Evaluation: Disorderly Conduct will be decreased by 10% during the 2012-2013 school year. According to the supporting data from 2011-2012 school year the incidents of disorderly conduct for elementary was 186 males and 45 females, and for 2010-11 there were 104 males and 38 females and in 2009-10 there were 192 males and 52 females. Middle school data from 2011-12 school year was 67 males and 12 females and in 2010-11 the numbers show 68 males and 6 females and in 2009-10 it was 64 males and 7 females. High school data in 2011-12 school year was 69 males and 12 females and in 2010-11 the numbers show 20 males and 7 females and in 2009-10 it was 66 males and 13 females. Action Type: Program Evaluation	Counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Year 2012-2013 in K-4 a Character Tree program will be used to recognize good character traits taking place. Student names will be placed on the tree. In 5-8 a the program called "Southern Sightings" will continue to be used to recognize positive character traits. A weekly assembly and bulletin board will be used to congratulate each student and encourage others to desire to have good character traits.	Counselors/Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Social Skills will be taught through small group counseling as classroom guidance as needed.				
Scientific Based Research				
<p>The focus of social skills and training techniques is interpersonal in nature and nonacademic. The concept of "socially acceptable skills" is extremely subjective and at times difficult to assess in terms of success. Yet, anyone who has worked with behavior disordered students realizes all too well how important it is to provide social skills training: Educating these students means more than just limiting behavior. Research tells us that two-thirds of all BD students are rejected by their peers. These students need direct attention paid to their social deficiencies in order to build positive peer relationships. In addition to teaching children what is not acceptable, we must teach prosocial alternatives to these antisocial behaviors. One method of social skills training is based on the behavioral technique of structured learning. H. Goldstein's method, called "Skill-Streaming," promotes positive social behaviors by systematically providing specific steps that are learning to a mastery level. Mastery is accomplished through "modeling." According to Goldstein, skill-streaming involves five key steps: modeling, role-playing, feedback, transfer-training, and, finally, reinforcement..</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Skillstreaming training has been provided for each Counselor. Action Type: Wellness	Counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
K-4 students will be administered a sociogram to identify students that will be placed in small groups. During the 2009-10 school year sociograms were given to grades 2, 3 and 4. Counselors conducted small groups to work on their social skills. Results show a decrease of 28% in the number of students identified in 2009 in 4th grade, and in 3rd grade and increase of 20% and in 2nd grade a decrease of 4%. In 2011-12 school year the sociograms will not be administered. Action Type: Program Evaluation	counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
Evaluation: A decrease in 10% of students identified on the sociogram for small groups. In 2009-10 school year there was an overall decrease of 12% on the number of students identified by the sociogram. Action Type: Program Evaluation	counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
This will be the last year this program will be used.	Counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
District-Wide "Social Smarts" will be taught in the 2012-13 school year. Through small group and classroom guidance students will learn benefits of how to be smart socially.	Counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention (Just Do The Right Thing) Program will be implemented in K-4 for the 2012-13 school year when funds become available.				
Scientific Based Research Discipline reports and attendance reports will be used to show program effectiveness through a decrease in discipline and an increase in the attendance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each classroom will have a (Just Do The Right Thing) classroom set. Each day the Principal will lead the school over intercom in the question/answer process. The teachers will reinforce this program through flash cards, bookmarks, posters in a daily classroom routine. All school staff will be involved in this program.	Counselors	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

4.2 **Goal:** Maintain or increase attendance rate.

Benchmark: The average attendance data from cycle 7 state APSCN report show: 2007-2008 Elem Middle High School 95% 95% 93.1%
 2008-2009 Elem Middle High School 96% 97% 94.7
 2009-10 Elem Middle High School 95% 96% 93%
 2010-11 Elem Middle High School 95.9% 96.2% 93.9% Attendance showed a slight increase.
 2011-12 Elem. Middle High School 96.1 96.6 93.9 Attendance showed a slight increase or remained the same in all buildings.

Intervention Provide programs and recognition for good attendance. (Second Step, AR Scholars, Freshman Mentoring, Ambassadors)				
Scientific Based Research				
Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children’s goals, attributions, and behavior. Journal of Applied Developmental Psychology, 26, 171200.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Second Step will be used as a resource for K-8. Action Type: Wellness	Sharon Carpenter/Teresia	Coe Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Materials and training has been provided for counselors to implement Second Step. Action Type: Wellness	Sharon Carpenter/Teresia	Coe Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Informational materials was sent home for parents to familiarize them with Second Step during the 2010-11 school year. Action Type: Wellness	Sharon Carpenter/Teresia	Coe Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Recognition program for good attendance at all schools. Arkansas Scholars program for high school students. Action Type: Wellness	Counselors/Principals	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Freshman Mentoring Program has been implemented at the high school and will continue during the 2012-13 school year. Action Type: Wellness	Roger Ried	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Evaluation: Second Step has a pre and post assessment that will be used to evaluate the program and prescribe changes for the next school year. The results from the 2009-10 pre and post test show a growth of 4.6% for grade 4, 44.8% increase for grade 3 and 46.5% for grade 2. During the 2011-12 school year and 2012-13 school year the program will be used as a resource. Action Type: Program Evaluation Action Type: Wellness	Sharon Carpenter	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:

Intervention Provide programs and recognition for good attendance. (Second Step, AR Scholars, Freshman Mentoring, Ambassadors)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each building will organize a Student Ambassador program to welcome new students. (K-Kids, Builders Club, and Key Club will assist counselors) Action Type: Wellness	Counselors Club Advisors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Evaluation of Freshman Mentoring, Good Citizen activities will be documented by hardcopy and/or electronic photographs and narratives. Action Type: Program Evaluation	Counselor	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Provide materials and supplies for programs and recognition for good attendance. (Second Step, AR Scholars, Freshman Mentoring, Ambassadors)	Terresia Coe, Middle School counselor	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Provide materials for programs dealing with risky behaviors as documented in the APNA survey and recognition for good attendance. (Second Step, AR Scholars, Freshman Mentoring, Ambassadors) A portable computer/projector was purchased and is used to present AR Scholars and Freshman Mentoring information, APNA results and other drug and violence prevention information to students, teachers, and parents.	Lisa Rich, High School Counselor	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

4.3 **Goal:** To reduce the number of students participating in unhealthy and or unsafe behaviors (drugs, alcohol, sex, relationships, self-destructive behaviors).

Benchmark: Survey results from the Arkansas Prevention Needs Assessment Student Survey will show a decrease of 10% in risky and unsafe behaviors.

Intervention Southside School District will provide School Based Mental Health Services				
Scientific Based Research				
<p>Advantages of Basing Mental Health Services at School Unlike preventive mental health services and those related to special education, the provision of other mental health services such as individual, group, or family counseling is optional for schools, yet many schools realize the value of helping families meet mental health needs and recognize distinct advantages to providing these services within the school system. One advantage of the familiar setting of school for provision of mental health services is that students and families avoid the stigma and intimidation they may feel when they go to an unfamiliar and perhaps less culturally compatible mental health settings. Of course, receiving services at school may put students at risk of another form of stigmatization, that is, stigmatization by their peers. This issue must be addressed on both a programmatic level (eg, discretion, strategic scheduling of appointments, private waiting areas) and individually with each student receiving services. Providing school-based mental health services eliminates the need for transportation of students to and from off-site appointments and facilitates parent participation in mental health appointments, because many parents live within walking distance of neighborhood schools. These advantages may encourage more parents to seek mental health care for their children and more students to self-refer for treatment. Kaplan et al²¹ showed that adolescents with access to SBHCs with mental health services were 10 times more likely than students without such access to initiate a visit for a mental health or substance abuse concern (98% of such visits were at an SBHC). The convenience and comfort of having school-based mental health services also may promote a longer-lasting commitment to following through with all recommended therapy.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
When needed building counselors will collect pertinent information and provide parents with referral forms and information to obtain SBMH services. Action Type: Wellness	Counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Southside School District will partner with "The Pointe" to provide School Based Mental Health to all students needing services. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Claudia Reese, Dr. James Woods	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Evaluation: The Pointe will provide a list of students served and dismissed and the percentage of out comes for each students. Action Type: Program Evaluation	counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Safe and Drug Free activities.				
Scientific Based Research				
The Drug-Violence Prevention (DVP) State Programs group administers State and local educational formula programs authorized under Title IV, Safe and Drug-Free Schools and Communities Act authorized under the Elementary and Secondary Education Act of 1965 (ESEA). Programs authorized under this legislation provide financial assistance for state and local drug and violence prevention activities in elementary and secondary schools, and institutions of higher education. Activities may be carried out by state and local educational agencies and by other public and private nonprofit organizations. Specifically, the group has lead responsibility for the Safe and Drug-Free Schools State Programs:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each building will observe Red Ribbon Week by promoting a healthy and drug free life. The history of the red ribbon will be explained and rewards will be given for students wearing their red ribbon all week. Students will also participate in a variety of other related activities such as art displays and themed days for a drug-free life. Action Type: Wellness	Counselors	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
High School students will submit to random drug screenings. Parent contact and support will be provided in the case of a positive test result. Action Type: Wellness	Principals	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Purchase books for supporting programs dealing with areas of risk shown by the APNA report. Books were purchased for teacher, student, and counselor use according to the areas of concern shown by the APNA report. Books were purchased and counselors will continue to use them.	Counselor	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
Books dealing with safe and healthy choices will be purchased for elementary, middle and high school to be used in classroom counseling and literacy classroom activities. Counselors will continue to use those resources. Action Type: Wellness	Lisa Rich, Terresia Coe, Pat Moser, Sharon Carpenter, Counselors	Start: 07/01/2013 End: 06/30/2014	School Library	_____ ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Choosing the Best curriculum will be purchased and used with Middle and High School students. Curriculum was used and will continue to be used as a resource for Health classes.</p>				
<p>Scientific Based Research 2005 U.S. Department of Health and Human Services Longitudinal/Behavior Outcome Study An independent evaluation of Choosing the Best WAY, PATH, and LIFE was conducted by Dr. Stan Weed. The study, funded by a Federal SPRANS grant, began in 2002 and concluded in 2004. Using a quasi-experimental design, 7th, 8th and 9th grade students in a south metro Atlanta high school and its feeder middle school received either Choosing the Best (CTB) or the health textbook abstinence education curriculum that complies with state guidelines. The students were administered a 58-item survey prior to the study, immediately after receiving CTB or the health textbook material, and again twelve months later. Three hundred eighteen students were able to be tracked and matched at the pre-test and 12 month follow-up and had usable sexual activity status data. After one year, results among those students receiving CTB (treatment group) vs. those receiving the health textbook (comparison group) indicated a: Statistically significant decrease in the initiation of teen sex of 47%; Statistically significant improvements in five of the six intervening attitudinal variables associated with delaying sexual intercourse. Click here to view full study. (PDF, 124K)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Choosing the Best Life will be taught in the Middle School through small group and/or through classroom guidance. Choosing the Best Journey will be taught in the High School through small group and/or through classroom guidance. This material will be used through health classes yearly.</p> <p>Action Type: Wellness</p>	Counselors	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>These programs will conduct pre and post assessments to determine the effectiveness of the programs.</p> <p>Action Type: Wellness</p>	Lisa Rich, Terresia Coe	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Evaluation: This program will be administered through Health classes and / or small group. Pre and Post tests will be given.</p> <p>Action Type: Program Evaluation</p>	Counselors	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
<p>Subscription to Tasseltime.com will be purchased to assist students, parents, and teachers with academic, career activities. This subscription was purchased for 2011-2012 school year and will be requested to continue in the 2012-13 school year as funds become available.</p> <p>Action Type: Parental Engagement</p>	Counselors	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

5 **Priority 6:** An ELL program is in place to identify and and instruct ELL students in an effort to bring them to FEP on the ELDA.

5.1 **Goal:** Increase English language proficiency for our English Language Learners.

Benchmark: 75% of our ELL studetns will score ADV or FEP on the ELDA test in 2013.

Intervention ELL children will have access to pullout programs and, if Hispanic, a bi-lingual aide who serves student needs across the entire district.				
Scientific Based Research The Role of School in the English Language Learner Achievement Gap: Fry, Richard 6.26.08 Pew Hispanic Center Lonely Language Learners: 10/2009 Kilman, Carrie Education Digest v.75 n. 2 pp. 16-20 What to Do with ELLs? Creating Sustainable Structures for Serving English Language learners in Schools: Anne Dahlman; Patricia Hoffman AASA Journal of Scholarship and Practice, v. 6, n. 1 pp. 22-27 Spr. 2009				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A bi-lingual aide (Spanish), Maggie Rushing, is hired by the district to assist ELL children, their parents and the school in communicating with Hispanic families. Her salary and benefits, as well as money for materials are funded through ELL and NSLA. (Action and funds allocated are included in the elementary plan). Action Type: Parental Engagement	Roger Rich, Superintendent	Start: 07/01/2013 End: 06/30/2014	Teaching Aids	_____ ACTION BUDGET:
A 1.0 Interventionist/ELL trained teacher is paid by NSLA funds to test, manage ELL data and teach small groups of ELL children to help bring them to FEP level on the ELDA and close the achievement gap. (Included with funding in the building plan).	Sandra Presley, ELL/Reading Interventionist	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
English Language Learners have the benefit of the Comprhensive Literacy program as well as Reading Recovery, and Literay Lab K-8th grade.	Sandra Presley, ELL/Reading Interventionist	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

6 **Priority 7:** The Comprehensive Improvement Process is a comprehensive review of Southside School District’s learning environment, efficiency, and academic performance. The purposes of the audit are to analyze strengths and limitations of the schools instructional and organizational effectiveness and to make specific recommendations to improve teaching and learning.

6.1 **Goal:** To develop and implement a curriculum that is rigorous, intentional and aligned to state, local and Common Core Standards.

Benchmark: Benchmark I: By the end of the 2013-2014 school year Southside School will achieve and/or maintain a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard I Performance Indicators Curriculum - as determined by the CIP School Improvement Team.

Intervention Intervention 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g. from Preschool to elementary; from elementary to middle; from middle to high school and high school to college).				
Scientific Based Research Carr, J. F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2 Hollifield, J. (1987). Ability Grouping in Elementary Schools. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (Eric Document Reproduction Service No. Ed 290542) http://ericae.net/edo/ED290542.htm . Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development. OShea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development. Taylor, R. (1999). Missing Pieces: Aligned Curriculum, Instruction and Assessment. Schools in the Middle, 9(4), 14-16, National Association of Secondary School Principals.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School CIP teams will meet to design vertical communication at key transition points. Actions and evaluations as well as evidence will be exhibited in school plans.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention 1.1a There is evidence that the curriculum is aligned with the Common Core State Standards, the Arkansas Academic Content Standards and Student Learning Expectations.				
Scientific Based Research Carr, J. F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2Hollifield, J. (1987). Ability Grouping in Elementary Schools. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (Eric Document Reproduction Service No. Ed 290542) http://ericae.net/edo/ED290542.htm .Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development. OShea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development.Taylor, R. (1999). Missing Pieces: Aligned Curriculum, Instruction and Assessment. Schools in the Middle, 9(4), 14-16, National Association of Secondary School Principals.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 1.1a and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

6.2 **Goal:** To use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient work.

Benchmark: Benchmark 2: By the end of the 2013-2014 school year each of the Southside schools will achieve a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard 2 Performance Indicators Classroom Evaluation/Assessment - as determined by the CIP School Improvement Team.

Intervention Intervention 2.1c: Students can articulate the academic expectations in each class and know what is required to be proficient.				
Scientific Based Research Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision and Curriculum Development Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each school's CIP team will create actions, evaluations and list evidence to show that students can articulate the academic experiences in each classroom and know what is needed to be proficient. These will be evidenced in each school's ACSIP plan.	Dinah Haertlein/Novella Humpstrey	Start: 07/01/2013 End: 06/30/2014		_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 2.1d Test scores are used to identify curriculum gaps.				
Scientific Based Research				
Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each of the Southside school CIP teams will work to create actions evaluations and list evidence that will document that data is used to identify curriculum gaps.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 2.1a: Classroom assessments of student learning are frequent, rigorous and aligned with the Common Core State Standards and the Arkansas Content Standards.				
Scientific Based Research Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 2.1a and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

Intervention Intervention 2.1 e: Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.				
Scientific Based Research Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 2.1e and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

Intervention Intervention 2.1b: Teachers collaborate in the design of authentic tasks aligned with core content subject matter.				
Scientific Based Research				
Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 2.1b and plan next steps to achieve or maintain a 3 rating	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

6.3 **Goal:** Goal 3: The schools instructional program shall actively engage all students by using effective, varied and research-based practices to improve student academic performance.

Benchmark: Benchmark 3: By the end of the 2011-2012 school year each Southside school will achieve a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard 3 Performance Indicators Instruction - as determined by the CIP School Improvement Team.

Intervention Intervention 3.1b: Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Scientific Based Research

Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, VA: Association for Supervision and Curriculum Development. Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9 Fullan, M.G., Hill, P. & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press. Gay, G, and Banks, J. A. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. New York, NY: Teachers College Press. Gurian, M. & Ballew, A. C. (2003). *The Boys and Girls Learn Differently Action Guide for Teachers*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6 Gurian, M. & Hensley, P. (2002). *Boys and Girls Learn Differently!* San Francisco, CA: Jossey-Bass. ISBN: 0787964859 Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development. Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development. Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). *A Handbook for Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc. Payne, R. K. (2001). *Understanding Learning: the How, the Why, the What*. Highlands, TX: aha! Process Inc. ISBN: 1929229046 Shapiro, Arthur. (2000). *Leadership for Constructivist Schools*. Lanham, MD.: Scarecrow Education. Shapiro, Arthur. (2003). *Case Studies in Constructivist Leadership and Teaching*. Lanham, MD.: Scarecrow Education. Silver, H., Strong, R.W. & Perini, M.J. (2000). *So Each May Learn*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871 Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1 Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122 Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education. Winebrenner, S. (1996). *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing Inc. Wolfe, P. (2001). *Brain Matters: Translating Research into Classroom Practice*. Alexandria, VA: Association for Supervision and Curriculum Development. Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Each school's CIP team will meet to create actions, evaluations and list evidence that instructional strategies and learning activities are aligned with learning goals and assessment expectations for student learning. These actions will be documented in each school's plan.	Dinah Haertlein/Novella Humpal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.				
Scientific Based Research				
<p>Armstrong, T. (2003). The Multiple Intelligences of Reading and Writing: Making the Words Come Alive. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9</p> <p>Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G, and Banks, J. A. (2000). Culturally Responsive Teaching: Theory, Research and Practice. New York, NY: Teachers</p> <p>Gurian, M. & Ballew, A. C. (2003). The Boys and Girls Learn Differently Action Guide for Teachers. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6</p> <p>Gurian, M. & Hensley, P. (2002). Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass. ISBN: 0787964859</p> <p>Jensen, Eric. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum</p> <p>Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.</p> <p>Payne, R. K. (2001). Understanding Learning: the How, the Why, the What. Highlands, TX: aha! Process Inc. ISBN: 1929229046</p> <p>Shapiro, Arthur. (2000). Leadership for Constructivist Schools. Lanham, MD.: Scarecrow Education.</p> <p>Shapiro, Arthur. (2003). Case Studies in Constructivist Leadership and Teaching. Lanham, MD.: Scarecrow Education.</p> <p>Silver, H., Strong, R.W. & Perini, M.J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871</p> <p>Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1</p> <p>Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122</p> <p>Whitaker, T. (2004). What Great Teachers Do Differently. Larchmont, NY: Eye on Education.</p> <p>Winebrenner, S. (1996). Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students. Minneapolis, MN: Free Spirit Publishing Inc.</p> <p>Wolfe, P. (2001). Brain Matters: Translating Research into Classroom Practice. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Zemelman, S., Daniels, H. & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each school's CIP Team will work to create actions, evaluations and list evidences that teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.	Dinah Haertlein/Novella Hump	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 3.1f: Instructional resources are sufficient to effectively deliver the curriculum.				
Scientific Based Research				
<p>Armstrong, T. (2003). The Multiple Intelligences of Reading and Writing: Making the Words Come Alive. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9</p> <p>Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G, and Banks, J. A. (2000). Culturally Responsive Teaching: Theory, Research and Practice. New York, NY: Teachers College Press.</p> <p>Gurian, M. & Ballew, A. C. (2003). The Boys and Girls Learn Differently Action Guide for Teachers. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6</p> <p>Gurian, M. & Hensley, P. (2002). Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass. ISBN: 0787964859</p> <p>Jensen, Eric. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.</p> <p>Payne, R. K. (2001). Understanding Learning: the How, the Why, the What. Highlands, TX: aha! Process Inc. ISBN: 1929229046</p> <p>Shapiro, Arthur. (2000). Leadership for Constructivist Schools. Lanham, MD.: Scarecrow Education.</p> <p>Shapiro, Arthur. (2003). Case Studies in Constructivist Leadership and Teaching. Lanham, MD.: Scarecrow Education.</p> <p>Silver, H., Strong, R.W. & Perini, M.J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871</p> <p>Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1</p> <p>Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122</p> <p>Whitaker, T. (2004). What Great Teachers Do Differently. Larchmont, NY: Eye on Education.</p> <p>Winebrenner, S. (1996). Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students. Minneapolis, MN: Free Spirit Publishing Inc.</p> <p>Wolfe, P. (2001). Brain Matters: Translating Research into Classroom Practice. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Zemelman, S., Daniels, H. & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine continued rating for 3.1f and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey	Federal Programs Coordinator End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 3.1g: Teachers examine and discuss student work collaboratively and use this information to inform their practice.				
Scientific Based Research				
<p>Armstrong, T. (2003). The Multiple Intelligences of Reading and Writing: Making the Words Come Alive. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9</p> <p>Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G, and Banks, J. A. (2000). Culturally Responsive Teaching: Theory, Research and Practice. New York, NY: Teachers</p> <p>Gurian, M. & Ballew, A. C. (2003). The Boys and Girls Learn Differently Action Guide for Teachers. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6485-6</p> <p>Gurian, M. & Hensley, P. (2002). Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass. ISBN: 0787964859</p> <p>Jensen, Eric. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum</p> <p>Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R. J., Pickering, D. J., Norford, J. S., Paynter, D. E. & Gaddy, B. B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.</p> <p>Payne, R. K. (2001). Understanding Learning: the How, the Why, the What. Highlands, TX: aha! Process Inc. ISBN: 1929229046</p> <p>Shapiro, Arthur. (2000). Leadership for Constructivist Schools. Lanham, MD.: Scarecrow Education.</p> <p>Shapiro, Arthur. (2003). Case Studies in Constructivist Leadership and Teaching. Lanham, MD.: Scarecrow Education.</p> <p>Silver, H., Strong, R.W. & Perini, M.J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871</p> <p>Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1</p> <p>Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122</p> <p>Whitaker, T. (2004). What Great Teachers Do Differently. Larchmont, NY: Eye on Education.</p> <p>Winebrenner, S. (1996). Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students. Minneapolis, MN: Free Spirit Publishing Inc.</p> <p>Wolfe, P. (2001). Brain Matters: Translating Research into Classroom Practice. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Zemelman, S., Daniels, H. & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 3.1g and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

6.4 **Goal:** Goal 4: To function as an effective learning community and to support a climate conducive to performance excellence.

Benchmark: Benchmark 4: By the end of the 2011-2012 school year each Southside school will achieve a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard 4 Performance Indicators School Culture - as determined by the CIP School Improvement Team.

Intervention Intervention 4.1a: There is support for a safe, orderly and equitable learning environment.				
Scientific Based Research				
<p>Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7</p> <p>Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Deal, T.E. & Peterson, K.D. (1999). Shaping School Culture. San Francisco, CA: Jossey-Bass.</p> <p>Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4</p> <p>Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.</p> <p>DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283</p> <p>Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY: Teachers College Press.</p> <p>Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.</p> <p>Johnson, R. (2002). Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1</p> <p>Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). Reaching Out: A K-8 Resource for Connecting Families and Schools. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075</p> <p>Ladson-Billings, G. (1997). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass.</p> <p>Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8</p> <p>Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.</p> <p>Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). The Principles of Learning: Study tools for educators. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.</p> <p>Schlechty, P. (2001). Shaking Up the School House. San Francisco, CA: Jossey-Bass.</p> <p>Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leaders Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4</p> <p>Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.</p> <p>Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each school's CIP team will create actions, evaluations and list evidence that there is a safe, orderly and equitable learning environment. These actions will be documented in the school's ACSIP plans.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:

Intervention Intervention 4.1a: There is support for a safe, orderly and equitable learning environment.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
			Total Budget	\$0.00

Intervention Intervention 4.1g: Teachers communicate regularly with families about individual students progress.				
Scientific Based Research				
<p>Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7</p> <p>Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Deal, T.E. & Peterson, K.D. (1999). Shaping School Culture. San Francisco, CA: Jossey-Bass.</p> <p>Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4</p> <p>Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.</p> <p>DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283</p> <p>Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY: Teachers College Press.</p> <p>Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.</p> <p>Johnson, R. (2002). Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1</p> <p>Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). Reaching Out: A K-8 Resource for Connecting Families and Schools. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075</p> <p>Ladson-Billings, G. (1997). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass.</p> <p>Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8</p> <p>Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.</p> <p>Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). The Principles of Learning: Study tools for educators. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.</p> <p>Schlechty, P. (2001). Shaking Up the School House. San Francisco, CA: Jossey-Bass.</p> <p>Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leaders Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4</p> <p>Winer, M. & Ray, K. (1994) Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.</p> <p>Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each schools CIP Team will work to create actions, evaluations and list evidence that teachers communicate regularly with families about individual students' progress. These actions will be in the school ACSIP plans.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 4.1c: Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

Scientific Based Research

Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7
 Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.
 Deal, T.E. & Peterson, K.D. (1999). Shaping School Culture. San Francisco, CA: Jossey-Bass.
 Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4
 Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.
 DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283
 Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.
 Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY: Teachers College Press.
 Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.
 Johnson, R. (2002). Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1
 Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). Reaching Out: A K-8 Resource for Connecting Families and Schools. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075
 Ladson-Billings, G. (1997). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass.
 Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8
 Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.
 Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). The Principles of Learning: Study tools for educators. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.
 Schlechty, P. (2001). Shaking Up the School House. San Francisco, CA: Jossey-Bass.
 Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leaders Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4
 Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.
 Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 4.1c and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

Intervention Intervention 4.1j: There is evidence that student achievement is highly valued and publicly celebrated.

Scientific Based Research

Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7
 Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.
 Deal, T.E. & Peterson, K.D. (1999). Shaping School Culture. San Francisco, CA: Jossey-Bass.
 Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4
 Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.
 DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283
 Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press.
 Gay, G. & Banks, J. A. (2001). Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8). New York, NY: Teachers College Press.
 Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.
 Johnson, R. (2002). Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1
 Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). Reaching Out: A K-8 Resource for Connecting Families and Schools. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075
 Ladson-Billings, G. (1997). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass.
 Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8
 Payne, R. (1998). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.
 Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). The Principles of Learning: Study tools for educators. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.
 Schlechty, P. (2001). Shaking Up the School House. San Francisco, CA: Jossey-Bass.
 Whitaker, T., Whitaker, B. & Lumpa, D. (2000). Motivating & Inspiring Teachers: The Educational Leaders Guide for Building Staff Morale. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4
 Winer, M. & Ray, K. (1994) Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.
 Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 4.1j and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 4.1 i: Multiple communication strategies are used for the dissemination of information to all stakeholders.

Scientific Based Research

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7
 Conzemius, A. & O'Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
 Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.
 Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4
 Dufour, R. & Eaker, R. (1998). *Professional Learning Communities at Work*. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.
 DuFour, R., DuFour, R. & Eaker, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN: National Educational Service. ISBN 1932127283
 Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press.
 Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8)*. New York, NY: Teachers College Press.
 Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.
 Johnson, R. (2002). *Using Data to Close Achievement Gaps: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1
 Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). *Reaching Out: A K-8 Resource for Connecting Families and Schools*. Thousand Oaks, CA: Corwin Press. ISBN-10: 0761945075
 Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.
 Norton, M. S. & Kelly, L. K. (1997). *Resource Allocation: Managing Money and People*. Larchmont, NY: Eye on Education. ISBN 1-883001-35-8
 Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
 Resnick, L., Hall, M. W. & Fellows of the Institute for Learning. (2001). *The Principles of Learning: Study tools for educators. [CD-ROM]*. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.
 Schlechty, P. (2001). *Shaking Up the School House*. San Francisco, CA: Jossey-Bass.
 Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leaders Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4
 Winer, M. & Ray, K. (1994) *Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey*. St. Paul, MN: Amhurst H. Wilder Foundation.
 Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 4.1i and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

6.5 **Goal:** Goal 5: To work with families and community groups to remove barriers to learning in an effort to meet intellectual, social, career and developmental needs of students.

Benchmark: Benchmark 5: By the end of the 2011-2012 school year each Southside school will achieve a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard 5 Performance Indicators: Student, Family and Community Support - as determined by the CIP School Improvement Team.

Intervention Intervention 5.1d: Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.				
Scientific Based Research Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.Christenson, S.L. & Sheridan, S.M. (2001). Schools and Families: Creating Essential Connections for Learning. New York, NY: The Guilford Press.Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). School, Family, and Community partnerships: Your Handbook for Action (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, N. Y.: The New Press. Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.Kaye, C. B. (2004). The Complete Guide to Service Learning. Minneapolis, MN: Free Spirit Publishing, Inc.Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development. Mosaic Youth Center Board. (2001). Step by Step: A Young Person’s Guide to Positive Community Change. Minneapolis, MN, Search Institute.National Dropout Prevention Center. (2004). Linking Learning With Life (Service Learning Series). Clemson, SC: National Dropout Prevention Center.Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc. Pearson, S. S. (2002). Finding Common Ground: Service-Learning and Education Reform--A Survey of 28 Leading School Reform Models. Washington, D. C.:American Youth Policy Forum Publications Department.Principal’s Guide to Effective Family Involvement. (2002). Gaithersburg,MD.: Aspen Publishers.Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each school’s CIP team will work together to create actions, evaluations and a list of evidence that documents that students are provided with a variety of opportunities to receive additional assistane to support their learning beyond the initial classroom instructions.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Intervention 5.1e The school maintains an accurate student record system that provides timely information pertinent to the students academic and educational development.</p>				
<p>Scientific Based Research Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.Christenson, S.L. & Sheridan, S.M. (2001). Schools and Families: Creating Essential Connections for Learning. New York, NY: The Guilford Press.Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). School, Family, and Community partnerships: Your Handbook for Action (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, N. Y.: The New Press. Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.Kaye, C. B. (2004). The Complete Guide to Service Learning. Minneapolis, MN: Free Spirit Publishing, Inc.Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development. Mosaic Youth Center Board. (2001). Step by Step: A Young Person’s Guide to Positive Community Change. Minneapolis, MN, Search Institute.National Dropout Prevention Center. (2004). Linking Learning With Life (Service Learning Series). Clemson, SC: National Dropout Prevention Center.Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc. Pearson, S. S. (2002). Finding Common Ground: Service-Learning and Education Reform--A Survey of 28 Leading School Reform Models. Washington, D. C.:American Youth Policy Forum Publications Department.Principal’s Guide to Effective Family Involvement. (2002). Gaithersburg,MD.: Aspen Publishers.Winer, M. & Ray, K. (1994) Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. St. Paul, MN: Amhurst H. Wilder Foundation.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each Southside school CIP team will work to create actions, evaluations and a list of evidence that documents that the school maintains an accurate student record system that provides timely information pertinent to the student’s academic and educational development.	Dinah Haertlein/Novella Humpstrey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 5.1a: Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Scientific Based Research

Barr, R. & Parrett, W. (2006). *The Kids Left Behind*. Bloomington, IN: Solution Tree. Christenson, S.L. & Sheridan, S.M. (2001). *Schools and Families: Creating Essential Connections for Learning*. New York, NY: The Guilford Press. Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc. Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory. Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York, N. Y.: The New Press. Hiatt-Michael, D.B. (2001). *Promising Practices for Family Involvement in Schools*. Greenwich, CT: Information Age Publishing. Kaye, C. B. (2004). *The Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit Publishing, Inc. Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development. Mosaic Youth Center Board. (2001). *Step by Step: A Young Person’s Guide to Positive Community Change*. Minneapolis, MN, Search Institute. National Dropout Prevention Center. (2004). *Linking Learning With Life (Service Learning Series)*. Clemson, SC: National Dropout Prevention Center. Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). *Bridges Out of Poverty*. Highlands, TX: Aha! Process, Inc. Pearson, S. S. (2002). *Finding Common Ground: Service-Learning and Education Reform--A Survey of 28 Leading School Reform Models*. Washington, D. C.: American Youth Policy Forum Publications Department. Principal’s Guide to Effective Family Involvement. (2002). Gaithersburg, MD.: Aspen Publishers. Winer, M. & Ray, K. (1994) *Collaboation Handbook: Creating, Sustaining, and Enjoying the Journey*. St. Paul, MN: Amhurst H. Wilder Foundation.

Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 5.1a and plan next steps to achieve or maintain a 3 rating	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

6.6 **Goal:** Goal 6: To provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.

Benchmark: Benchmark 6: By the end of the 2011-2012 school year each Southside school will achieve a rating performance of at least 3 Fully Functioning and Operational Level of Development and Implementation as described by the CIP Standard 6: Professional Development- as determined by the CIP School Improvement Team.

Intervention Intervention 6.1d: Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.				
Scientific Based Research Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.org Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each Southside school's CIP team will create actions, evaluations and a list of evidence that documents that plans for school improvement are directly connected to goals for student learning. Each school will reflect these actions in their ACSIP plans.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 6.1e Professional development is ongoing and job-embedded.				
Scientific Based Research				
<p>Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.orgDiaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each Southside school's CIP team will create actions, evaluations and a list of evidence that professional development is embedded and ongoing. These actions will be reflected in their ACSIP plans. Action Type: Professional Development	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 6.1f: Professional Development planning shows a direct connection to an analysis of student achievement.				
Scientific Based Research				
Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.org Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
CIP teams in each building will create actions, evaluations and evidence to ensure that each building scores a "3 fully implemented" score on this priority.	Dinah Haertlein/Novella Humpst	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Intervention 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavioral and instructional practices.</p>				
<p>Scientific Based Research Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.org Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development. DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing. Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each Southside school's CIP team will create actions, evaluations and a list of evidence that leadership uses the evaluation process to provide teachers with follow up and support to change behavioral and instructional practices. These actions will be reflected in their ACSIP plans.	Dinah Haertlein/Novella Humphreys	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 6.1c: Staff development priorities are set in alignment with goals for students performance and the individual professional growth plans of staff.				
Scientific Based Research Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.org Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 6.1c and plan next steps to achieve or maintain a 3 rating.	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

<p>Intervention Intervention 6.1a: There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p>				
<p>Scientific Based Research Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.orgDiaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 6.1a and plan next steps to achieve or maintain a 3 rating	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:
			Total Budget	\$0.00

Intervention Intervention 6.2a The school/district provides a clearly defined evaluation process.				
Scientific Based Research				
Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development. Certified Personnel Evaluation Update Training with Focus on Utilizing Professional Growth Plans: A Tool for Improving School-Wide Achievement and Reducing Gaps. (Available from Kentucky Association of School Administrators. Frankfort, KY 40601). http://KASA.org Diaz-Maggoli, G. (2004). Teacher Centered Professional Development. Alexandria, VA: Association for Supervision & Curriculum Development.DuFour, R. (2004). Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn. Bloomington, IN: National Educational Service. Guskey, T. R. (1999). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc. Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc. Maxwell, J. C. (1998). The 21 Irrefutable Laws of Leadership. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.Norton, M. S. & Kelly, L. K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education. Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
On October 15th, school teams will meet to determine initial rating for 6.2a and plan next steps to achieve or maintain a 3 rating	Novella Humphrey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014		_____
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Abby Barker	6th Grade Language Arts	Schoolwide Planning Team
Classroom Teacher	Amanda Boutwell	3rd Grade Classroom Teacher	Schoolwide Planning Team
Classroom Teacher	Angela Bradley	Preschool Teacher	Schoolwide Planning Team
Classroom Teacher	Becky Carlile	5th Grade/Science	Schoolwide Planning Team
Classroom Teacher	Beverly Pack	1st Grade Classroom Teacher	Schoolwide Planning Team
Classroom Teacher	Blythe Keller	Sixth Grade/Middle School Parent Facilitator	Schoolwide Planning Team
Classroom Teacher	Dana Barber	Science 9-12	Schoolwide Planning Team
Classroom Teacher	Darrin Martin	Seventh Grade Math	Schoolwide Planning Team
Classroom Teacher	Fred Denison	Math 9-12	Schoolwide Planning Team
Classroom Teacher	Jason Weaver	High School Athletics	Schoolwide Planning Team
Classroom Teacher	Kevin Qualls	high School Social Studies	Schoolwide Planning Team
Classroom Teacher	Kim Landers	4th Grade Classroom Teacher	Schoolwide Planning Team
Classroom Teacher	Tammy Brown	High School Math Teacher	Schoolwide Planning Team
Classroom Teacher	Tim Bennett	High School Foreign Language Teacher	Schoolwide Planning Team
Classroom Teacher	Tina Dale	Kindergarten Classroom Teacher	Schoolwide Planning Team
Classroom Teacher	Vanessa Lancaster	Preschool Teacher	Schoolwide Planning Team
District-Level Professional	Claudia Reese	Special Education LEA	Schoolwide Planning Team
District-Level Professional	Kim Poole	Literacy Coach	Schoolwide Planning Team
District-Level Professional	Lori Satterwhite	Parent Services Coordinator	Schoolwide Planning Team
District-Level Professional	Novella Humphrey	Curriculum Coordinator	Schoolwide Planning Team
District-Level Professional	Rikki Painter	Math Coach	Schoolwide Planning Team
District-Level Professional	Roger Rich	Superintendent	Schoolwide Planning Team
District-Level Professional	William "Rick" Rikard	ALE Principal/Transportation Director	Schoolwide Planning Team
Non-Classroom Professional Staff	Becky Engles	Media Center Specialist	Schoolwide Planning Team
Non-Classroom Professional Staff	Brandon Dayberry	Technology Coordinator	Schoolwide Planning Team
Non-Classroom Professional Staff	Dawn Jeffrey	Early Childhood Director	Schoolwide Planning Team
Non-Classroom Professional Staff	Lisa Rich	High School Counselor	Schoolwide Planning Team
Non-Classroom Professional Staff	Pat Moser	Counselor/ACSIP Building Co-Chair	Schoolwide Planning Team

Classification	Name	Position	Committee
Non-Classroom Professional Staff	Terresia Coe	Middle School Counselor	Schoolwide Planning Team
Parent	Angel Newcomb	Parent	Schoolwide Planning Team
Parent	Becky Beasley	Parent	Schoolwide Planning Team
Parent	Brett Farris	Parent	Schoolwide Planning Team
Parent	Casey Callahan	Parent	Schoolwide Planning Team
Parent	Cathy Castleman	Parent	Schoolwide Planning Team
Parent	Lisa Matthews	Parent	Schoolwide Planning Team
Parent	Marilee House	Parent	Schoolwide Planning Team
Parent	Marla Strother	Parent	Schoolwide Planning Team
Parent	Nina Jackson	Parent	Schoolwide Planning TEam
Parent	Odell Moody	Parent	Schoolwide Planning Team
Parent	Rita Phillips	Parent	Schoolwide Planning Team
Parent	Sonya Martin	Parent	Schoolwide Planning Team
Parent	Tim Duchanoy	Parent	Schoolwide Planning Team
Parent	Toniha Skidmore	Parent	Schoolwide Planning Team
Principal	Dion Stevens	Member	Schoolwide Planning Team
Principal	George Sitkowski	Middle School Assistant Principal	Schoolwide Planning Team
Principal	Glenda Mueller	Elementary Principal/ ACSIP Co-Chair	Schoolwide Planning Team
Principal	Rick Keller	Elementary Assistant Principal	Schoolwide Planning Team
Principal	Roger Ried	H.S. Principal/ACSIP Co-Chair	Schoolwide Planning Team