

School Plan

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SOUTHWOOD ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Southwood Elementary School is located at the corner of 42nd and Fir Streets in the south central section of Pine Bluff, Arkansas. It is one of five K – 5 facilities in the Pine Bluff School District. Southwood School was built in 1964 on forty acres of land. The make-up of the original campus consisted of five buildings connected by large covered walkways. In 2006, Southwood experienced a major face lift. A new multi-purpose building (gym) was added. The cafeteria was expanded to seat nearly three hundred. A new wing was added housing eleven classrooms, counselor's office, computer lab and speech therapy room. Wheel chair accessible showers were added in both the nurse's station and special education learning lab. The library/media center was expanded. Additional shelving was added to house the nearly 6,000 books and media materials. Five internet accessible computers, Smartboards, and document cameras were added to each classroom. The Media Center was given a facelift, including Smartboards which finishes out the Media Center's expansion. More recent upgrades include internet wireless capability throughout the facility, addition of a second teacher workroom with copier, one community color copier per grade level, 280 Neo responders and 75 student laptops.

Our new modern facility is completely enclosed. Students, parents and teachers can now access every aspect of our facility without being affected by outside weather conditions.

Annually our student population ranges from 385-400 students. Our faculty and staff boast 55 personnel. All 32 certified faculty members are highly qualified; 13 hold master degrees, 3 hold Specialist degrees; and one faculty member is a National Board Certified Teacher. All Para-educators are also highly qualified.

Our most recent test results show growth in Math in grades 3 through 5. During the 2010-11 school year we met standards in Literacy and during the 2009-10 school year we met standards in Mathematics. To boost our student's efforts, Benchmark Basketball games were played. Both girl and boy teams took to the courts as parents looked on and cheered. At half time the school counselor and principal emphasized the important of students doing their best on the test. Parents were also given practice materials for their child. Our students have excelled in the annual spelling bee competition; won first place two consecutive years in the local science fair; and our special needs students were top finishers in this year's Special Olympics. During the 2013-2014 school year, we had three winners in the County Science Fair. Several of our classroom teachers have achieved Renaissance Learning Accelerated Readers Model Classroom and we boast the first Model Library in the State of Arkansas.

A couple of special accomplishments at Southwood are our "Sensational Saturdays at Southwood" tutoring and enrichment program. This program is designed to meet the continued needs of those students that are experiencing academic difficulties. It is funded through our ACSIP Plan. Another ACSIP achievement was our Mid -Year Parent Teacher Conference Day activity. 369 conferences were held in a single day. Finally, we are very pleased to be one of only two schools in the Pine Bluff School District that were awarded Franklin Covey's highly acclaimed: "The Leader in Me" school program. We are in our fourth year of implementation and can begin to see the positive effects in our students, teachers, parents and community.

At Southwood our vision is: "Serving as a Model". Whatever it takes for a school to be the best and meets its full potential, we want to be the example that others emulate.

Mission Statement:

Our mission is to foster a sense of independence, competitiveness and accountability in our students empowering them to become productive members of a global society. The Southwood Elementary School community feels that each child has a natural ability and desire to succeed and actively pursues this philosophy by "Serving as a Model."

Vision

We will serve as a model for teaching and learning.

Belief Statements

- All people can learn in an environment of respect for all.
- A strong academic program develops lifelong learning and builds a framework for success.
- The student shares responsibility for his or her learning.
- Self-responsibility and self-management of learning should be goals for all students in the school.
- Learning should be active, enriching, and have application for the world in which we live.
- A variety of instructional methods should be used to assist each student.
- All children have the right to be educated in a safe, orderly, and supportive environment where respect and responsibility are learned through positive experiences.
- All members of the school community have a part in the school's goals and resulting successes.
- We should celebrate individual achievements, recognizing the fact that students learn at different rates and express diverse strengths.
- The integration of school and community resources promotes the learning process and enables students to see value in learning.
- Education is a shared partnership of the students, family, school, community, and educators where all members have input and are valued.
- Positive morals facilitate learning.
- Good health and safety habits and techniques improve students' quality of life.
- Having the ability to interact with people of diverse cultural characteristics is essential for society to flourish.
- Developing students' abilities to think critically through experimentation, evaluation, interpretation, analysis, authentic experiences, and synthesis promotes students' growth.
- The school community has a responsibility to meet the academic and social needs of all students.

Ten Components of the Schoolwide Plan:

1. Comprehensive Needs Assessment

A. Demographic Information:

Enrollment 392; African American 389; White 1, Hispanic 2; Free and reduced lunch 92.76%; Attendance 94.78%

B. Discipline and Tardy Reports:(discipline and tardy Incident List)

Number of records found: 10

Incident Category	Incident ID	Building	Location	Incident Date/Time
05 - Student Assault	528	37 - Southwood Elementary School	C - Classroom	9/16/2014
05 - Student Assault	541	37 - Southwood Elementary School	H - Hall	9/16/2014
14 - Insubordination	408	37 - Southwood Elementary School	C - Classroom	9/12/2014
Insubordination	379	37 - Southwood Elementary School	C - Classroom	9/11/2014
19 - Fighting	304	37 - Southwood Elementary School	L - Lunchroom	9/8/2014
19 - Fighting	306	37 - Southwood Elementary School	L - Lunchroom	9/8/2014
07 - Knife	317	37 - Southwood Elementary School	C - Classroom	9/5/2014
17 - Other	341	37 - Southwood Elementary School	C - Classroom	8/29/2014
14 - Insubordination	175	37 - Southwood Elementary School		8/28/2014
05 - Student Assault	9	37 - Southwood Elementary School		8/20/2014

C. Student Achievement Data:

Our spring Benchmark data was analyzed to gain our strengths and deficits. This data indicates we need a strong instructional focus where our deficits appear.

3rd Grade MC

Measurement -----56% strongest domain
 Numbers and Operations -----55%
 Data Analysis & Probability ----53%
 Geometry ----- 50%
 Algebra -----49% weakest domain

3rd Grade OR

Algebra -----4.2
 Numbers and Operations -----3.9
 Measurement -----3.6
 Data Analysis & Probability-----3.2
 Geometry -----2.2

Our 3rd grade math multiple-choice Benchmark results indicate the Numbers and Operations domain to be our strength (56%). Algebra multiple choice items were a weakness for 3rd grade with a decrease in algebra from the previous year (decreased from 53% to 49%). However, algebra was strength for open response items.

4th Grade MC

Numbers and Operations -- 74% strongest domain
 Data Analysis & Prob. ----- 69%
 Geometry ----- 68%
 Algebra ----- 61%
 Measurement ----- 55% weakest

4th Grade OR

Algebra ----- 4.1
 Measurement ----- 3.6
 Data Analysis & Prob. ----- 3.4
 Numbers and Operations --3.3
 Geometry ----- 2.8

Our 4th grade math multiple-choice Benchmark results indicate the Numbers and Operations domain to be our strength. There is a trend of increase in numbers and operations from previous years. Measurement increased slightly, but we continue to be weak in this domain. Fourth graders tested strongest with the algebra open response test items (4 out of 8 points), but were low in geometry.

5th Grade M

Geometry ----- 61% strongest domain
 Numbers and Operations --- 48%
 Measurement ----- 46%
 Data Analysis & Prob. ----- 44%

Algebra ----- 39% weakest domain

5th Grade OR.

Numbers and Operations ----- 3.0
Algebra ----- 2.6
Measurement ----- 1.5
Data Analysis & Prob. ----- 1.3
Geometry ----- 1.1

Our 5th grade classes show Multiple choice in the domain of geometry to be a strength, there is a great increase from the previous year in geometry (46% to 61%) In contrast the geometry open response items were a deficit. This is indicative of a strong need to place more emphasis on open ended geometry items. Our trend data indicates that geometry continues to be a deficit in open ended questions for grades 3 – 5. Numbers and Operations is strength for grades 3 – 5, followed by growth in measurement as well.

We need a Strong Focus on Geometry and Data Analysis and Probability open-response items and Algebra Multiple-choice items. Our data indicates growth in measurement as well as increase in the number of proficient students in grades 3 – 5.
Spring 2014 Benchmark Math Scores

Our 3 year trend data indicates increase in third grade from 59%, 61%, and 68%. Fourth grade indicates growth from 52%, 61%, and currently 67%. Fifth grade trend for the last three years indicate decrease and increase; 52%, 25%, and 28%.

Data also indicates that our fifth grade class had increases from 2013-2014 in all math domains except algebra. We show an 8% increase in Numbers & Operations (40% to 48%); 2% increase in data analysis (42% to 44%); 15% increase in Geometry (46% to 61%); and a 5% increase in

Measurement (41% to 46%).

D. Perception Data

In 2013 Southwood Elementary School Teachers participated in a Standards Assessment Inventory (SAI), surveymonkey.com was utilized to participate in the survey. The inventory provided our Administration of Southwood Elementary School with a clear view of our schools strengths, areas of important challenged, as well as success. The Standards Assessment Inventory provided seven components. By participating in the SAI, enhanced data-based planning has occurred for our school, insight on conditions that support professional learning has been gained, as well as understanding of Teachers perceptions of professional learning

2. Schoolwide Reform Strategies and Action Plan

Turnaround Principle 1: Provide Strong Leadership

Action: The School Leadership Team worked collaboratively to Create purpose and goals.

Our school leadership team worked collaboratively to create the school's mission, vision and belief statements. The following individuals or groups provide leadership at Southwood Elementary School: Principal, Assistant Principal, Executive Committee, ACSIP committee, Literacy and Math Instructional Coaches, Parent Facilitator, Counselor, Lead Team, STAR Champions, and Grade level Chairs. The Executive committee collaborates with Central office.

The lead team met with the University of Virginia Turnaround representative to focus on this year's purpose and goals prior to the beginning of the school year. Evidence of meetings is documented through agendas and sign-in sheets.

The lead team meets to address student deficit areas as determined by analysis of assessment data.

Turnaround Principle 2: Ensure that teachers are effective and able to improve instruction....

Action: Provide professional development to teachers to improve delivery of instruction, i.e., strategies and best practices in both math and literacy.

Strategies: The Principal and Coaches will meet with teachers for review of grade level CWT observation reports and April 2014 Benchmark reports; teachers will meet in grade level sessions to analyze and interpret CWT reports. Teachers will develop grade level specific actions to improve instruction. Teachers will be provided with a follow-up CWT report by September 3, which they will review along with the Principal, Assistant Principal and Coaches to determine progress. At the end of the implementation period, teachers will evaluate their plan.

Action: Provide intense content and instructional strategies training to teachers in need of additional assistance for reading and writing.

Strategies: Teachers have been identified by Principal and Literacy Coach as needing special assistance. Coaches will meet with identified teachers to help plan lessons. Literacy Coach and identified teachers will co-teach reading and writing workshops by teaching mini-lessons and small reading groups as well as conducting group and individual conferencing with students; Co-teach sessions will be 90 minutes per day for two days per week. Literacy Coach will observe and give feedback to teachers on Reading and Writing workshop mini-lessons; Literacy Coach will demonstrate lessons identified as needed in observations.

Action: Ensure effectiveness and integrity of instructional program, strategies and daily schedule.>

Strategies: Principal, Assistant Principal and Coaches will conduct regular daily CWTs to monitor use of bell ringers, word walls, and assessment walls, adherence to Literacy Block and Writers' Workshop instruction and schedule, Mathematics Block instruction, intervention and schedule; formative and summative assessments, lesson planning, and student engagement. Teachers will adhere to daily schedules and limit/reduce transition time. During PLCs, members will discuss data, instruction and provide professional development for instructional strategies. Teachers will use technology resources in the classroom; i.e. Compass Learning, Think Central, and TLI for instruction, assessment and professional development.

Action: Provide intense content and instructional strategies training to teachers in need of additional assistance for mathematics.

Strategies: Teachers have been identified by Principal and Math Coach as needing special assistance. Math Coach and identified teachers will co-teach the math block by teaching mini-lessons, guided practice with manipulatives, hands-on, technology in both whole group and small groups; Co-teach sessions will be 90 minutes per day for two days per week. Math Coach will observe and give feedback to teachers on the math block of instruction; Math Coach will demonstrate lessons identified as needed in observations.

Turnaround Principle 3: Redesign the school day, week or year to include additional time for student learning and teacher collaboration.

Action: Provide differentiated instruction for students needing remediation and students needing enrichment in reading comprehension and in writing skills.

Strategies: Classroom Teachers and Literacy Coach will identify "bubble" students based on April, 2014 scaled scores. Literacy Coach will identify skills to be addressed based on previous Benchmark assessments, and TLI scores. Teachers will provide additional instruction to small groups of low proficient/ high basic students. Literacy coach will provide additional instruction to small groups of high proficient/low advanced students. Instruction will be provided two times per week in 20 minute sessions.

Action: Provide additional differentiated instruction for students needing remediation and students needing enrichment in mathematics content.

Strategies: Classroom teachers and Math coach will identify "bubble" students based on Benchmarks April, 2014 scaled scores. Teachers and Math coach will identify skills to be addressed based on previous Benchmark assessments, and TLI Common Core scores. Teachers will provide additional 40 minute instruction to small groups of low proficient/ high basic students. Math coach will provide additional instruction to small groups of high proficient/low advanced students. Instruction will be provided two times per week for 20 minute sessions.

Turnaround Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous and aligned with State academic content standards.

Action: Provide targeted and differentiated instruction to increase writing skills.

Strategies: Literacy Coach will identify skills to be addressed based on previous Benchmark exams; Classroom teachers will give whole group instruction writing skills to each class based on identified skills. Teachers will also give small group instruction in writing (guided writing.) Teachers will manage and regroup students based on writing assessments and status of the class reports. Para-educators will assist in small group writing instruction.

Turnaround Principle 5: Use data to inform instruction and for continuous improvement,

providing time for collaboration on the use of data.

Principal will conduct at least fifteen (15) classroom walkthroughs (CWT) and assistant principal will conduct at least eight (8) CWTs each week. Walkthrough feedback will be immediately emailed to the teachers. Teachers will attend at least one grade level professional learning community (PLC) meeting each week with math and literacy facilitators to disaggregate data and receive professional development on best practices.

Southwood teachers utilize interim TLI assessments to plan instruction for remediation, enrichment, and grouping. During professional learning communities, teachers analyze data to identify focus areas to remediate and to identify areas of strength. Coaches discuss instructional strategies during PLCs, and conduct professional development according to what is needed by grade level.

Turnaround Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

Action: Teachers will use the Leader in Me Program, Kagan Strategies and incentives and rewards to promote responsibility, leadership and accountability and increase motivation. Teachers will use the Leader in Me Process to infuse the 7 Habits into the curriculum to establish a culture of leadership. The Leader in Me Process will develop student leadership skills, develop character, promote student responsibility, and enhance student achievement and the school climate. Teachers will use the Kagan Strategies to promote co-operative learning, develop communication skills, and foster a positive instructional environment. Other activities will include Nine week award assemblies, classroom celebrations, Honor Wall, Bully box, TLI banners for the highest test scores, reading incentives, math incentives, Benchmark basketball, Gentlemen's Club, Drill team, Student of the Month and Employee of the Month. Southwood Elementary school conducts fire drills, tornado drills, and earthquake drills.

Turnaround Principle 7: Provide ongoing mechanisms for family and community engagement.

Southwood Elementary School coordinates activities which enhance parent participation in an effective two way communication between home and school beginning with remind 101, E-School, Hac and Tac and school planners. Southwood also sponsors other activities in an effort to involve parents in their child's education such as Proud Family Reading Circle, Math Science and Literacy Nights, Open House, Orientation, Million Father March and Parent Teacher Conferences. The school counselor provides information to families of available resources and leads the implementation of the parental involvement plan.

The teachers, support staff, and administrators of the Pine Bluff School District believe that parent involvement with learning should start at birth and continue through graduation. The district will network with parents through schools, and the Title I Parent and Family Resource center to foster a dialogue between home and school that will include and exchange information which will positively impact life-long learning.

The ultimate goal of the Title I Parent and Family Resource Center is to work with every school to promote a partnership that will increase parent involvement and participation in promoting the social, emotional, and academic growth of all children.

We the faculty and staff of Southwood Elementary School totally embrace and pledge our support of the above parent policy as we seek to facilitate the education of the young people we serve.

The involvement of parents will be incorporated to improve student performance in areas of literacy such as reading comprehension, vocabulary, phonemic awareness, phonics, and fluency, and in areas of math such as numbers and operations, data analysis and probability, algebra, geometry and measurement. The parent facilitator will conduct trainings for the purpose of improving student performance. All parents will be encouraged to participate in PTA meetings, Parent Involvement meetings, four combined Family Nights for math, literacy and science, Parent/Teacher Conferences, Open House, and Awards Programs. Meetings will be held at various times to optimize parent involvement. Programs have been held in the morning, afternoon, evening and on weekends. An annual meeting will be held to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, part A requirements and the right of parents in be involved in those programs. Parents will be involved in the planning, review and improvement of the Title I programs including the planning, review and improvement of the school parental involvement policy and the joint development of the school-wide program plan. Southwood Elementary faculty will provide parents of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic

assessment used to measure student progress and the proficiency levels students are expected to meet; opportunities, if requested, for regular meetings during which parents can formulate suggestions and to participate in decisions relating to the education of children; and responses to any such suggestions as soon as possible. The staff will implement the Parent Involvement School Plan. Materials purchased to support this action would include videos, books, posters, educational games, periodicals, pamphlets, activity kits for reading comprehension and mathematics, and material for parenting workshops.

Teachers will encourage parents to assist their child in the Southwood Parent Center, in the District parent center, and at home with reading, reading comprehension, and vocabulary to help students become proficient in reading and with mathematics to help students become proficient in math. The following actions will be implemented to meet State requirements, as found in Act 307 of 2007 and 397 of 2009: ACTIONS: 1. Informational Packets; 2. Parent Involvement Meetings 3. Volunteer resource book--listing the interest and availability of volunteers for school staff members' use including parent survey; 4. School's process for resolving parental concerns in handbook; 5. Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities; 6. The school will enable the formation of PTA/PTO; 7. Parent Facilitator. 8. Two Parent/Teacher conferences will be held.

Informational kits will be distributed annually to the parent of each child in the school. The informational kit will include Southwood's parental involvement program; activities planned for the year to encourage parental involvement, the recommended role of the parent, student, teacher, and school; ways for the parents to become involved in the school and their child's education; a survey for the parent regarding his or her interests concerning volunteering at the school; and a system to allow parents to communicate with their child's teacher and the school principal in a regular, two-way, and meaningful manner.

The Parent Center will also provide information to promote and support responsible parenting and provide information on the school policy concerning parents on campus. A Title I student/parent/teacher compact will formalize an agreement between the student, the parent, and the teacher to take an active role in maximizing student potential. The parent compact will be sent out once a year, signed by all involved and kept on file. The compact will include 1. Southwood's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the state's academic achievement standards; the parent's responsibility to be responsible for supporting their child's learning, (including monitoring attendance, homework completion and television watching, volunteering in the classroom, and participating as appropriate in decisions relating to the education of their children 2. the importance of communication between teachers and parents, including parent-teacher conferences, frequent reports to parent's on their child's progress, and reasonable access to the staff, opportunities to volunteer, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among the among Southwood Elementary School, the parents and the community to improve student academic achievement, Southwood will

1. Provide assistance to parents of children in understanding the state's academic content standards, the state and local academic assessment, the requirements of the Elementary and Secondary Education act, and information on how to monitor their student's progress and who to work with the teacher to improve the achievement of their children.
2. Provide materials and training to help parents to work with their children to improve their children's achievement in such topics as literacy training and using technology.
3. Educate teachers, pupil services personnel, principals, and staff, with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, HIPPI Program and Parents as Teachers program and public preschool and other programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children
5. Ensure that information related to school and parents programs, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
6. Provide such other reasonable support for parental involvement activities under this as parents may request.

3. Instruction by Highly Qualified Professional Staff

School instructional leaders interview prospective certified and non-certified personnel to determine their qualifications to meet the standards of a Highly Qualified Teacher or Para-professional. All Para-professionals have sixty college credit hours, or have passed the para-professional exam. All teachers are fully certified in the teaching area assigned to them.

4. High Quality and On Going Professional Development

Certified Staff attend ten days of district provided professional development to address district and individual school site needs. Teachers receive training in using new software and programs, in lesson plan development, in using best practice teaching strategies, and strategies to improve student achievement. Professional Development opportunities may include workshops, sessions and conferences at the Arkansas River Education Service Cooperative, and local, state and national conferences.

5. Strategies to Attract Highly Qualified Staff

Vacancies are reported to Human Resources and the administration so that an announcement can be made to search for Highly Qualified Teachers. A team approach is used to interview the prospective employee. The team uses a score sheet to determine the best qualified candidate.

6. Strategies to Increase Parental Involvement:

Strategies to increase parent involvement include using Remind, E-School, Hac and Tac, and school planners and folders. Southwood also sponsors other activities in an effort to involve parents in their child's education such as Proud Family Reading Circle, Math, Science and Literacy Nights, Open House, Orientation, Million Father March, Veterans Day Program, Awards Programs, PTO meetings, and Parent Teacher Conferences. Southwood Elementary School has an extra parent teacher conference, above and beyond the required two conferences, to inform parents of their child's progress at the mid-year, in January.

Parents may request their child's classroom teacher.

To ensure effective involvement of parents and to support a partnership among Southwood Elementary School, parents, and the community, Southwood will:

1. Provide assistance to parents of children in understanding the state's academic content standards, the state and local academic assessment, the requirements of the Elementary and Secondary Education Act and information on how to monitor their student's progress and how to work with the teacher to improve the achievement of their child.
2. Provide materials and training to help parents to work with their child to improve their child's achievement in such topics as literacy and using technology.
3. Educate teachers, pupil services personnel, principals, and staff, with the assistance of parents in the value and utility of contributions of parents and in how to reach out, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, HIPPY Program and Parents as Teachers program and public preschool and other programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children. The HIPPY program employees come to campus to test kindergarten students who are in their program.
5. Ensure that information related to school and parents programs and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
6. Provide such other reasonable support for parental involvement activities under this as parents may request.

7. Transition Strategies

To transition pre-schoolers from Greenville Pre-School to Southwood Elementary School, pre-kindergarten students, parents, and teachers will be invited to tour the Southwood Campus and participate in a pre-orientation activity designed to aid their transition into kindergarten.

To transition fifth graders into middle school, fifth grade teachers will provide information on

understanding a class schedule, how to move from class to class, understanding time periods, using lockers, understanding the homework policy, and organizing class materials. Students will take a trip to view the middle school that most students will attend. Counselors from both schools collaborate to plan the visit.

8. Teacher Participation in Making Assessment Decisions

Teachers are included in the process of creating assessments, the analysis of data, and in guiding and modifying the instructional program in order to improve student achievement. The teachers have established alternative measures of evaluation to provide authentic assessments of students' achievement skills and competencies in all content areas. Southwood teachers also utilize a variety of formative and summative assessments created by staff members to determine the academic needs of all students enrolled at Southwood Elementary School. The use of chapter tests, research projects, bell ringers, task cards, exit tickets, TLI quiz builder, and technology based assessments are used to inform instruction. Based on our assessment results used in classroom instructions, teachers determine what topics will be remediated during intervention classes, after school tutoring, and Saturday school. Teachers meet collaboratively during PLC and team meetings to analyze data and discuss assessment results in order to remediate struggling students and provide enrichment to those who are proficient and advanced.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Teachers utilize the following strategies

- RTI (para-professionals)
- Reading Recovery
- AIPS
- Saturday School
- After-school tutoring
- Target Interventions
- Small-group pull-out
- Differentiated Instruction
- Special education resource classes

10. Coordination and Integration of Federal, State and Local Programs and Resources

1. Title I funds are used to fund the positions of; six para-professionals, (Khair Adamu, Becky Kirklin, O'Brennan L. Moss, Almeta Whimper, Earnestine Everett, Rosalind Robinson), one literacy coach (Evelyn Harrison), and one para-educator split between library media center and literacy facilitator (Raymond Wallace).

NLSA funds are used to fund the position of math coach (Octavia Benjamin).

2. Title I funds are used to support parent involvement, including math, science and literacy nights, refreshments for parents, supplies for parent nights, and door prizes. Funds will be used for books to be used during family read aloud sessions for parents of kindergarten to grade 5. Parents will receive a book to take home and read to their children.

3. Title I funds will be used for the literacy and math coaches and counselor to conduct test prep session with parents of students grades 3-5.

4. Title I funds will be used to purchase technology (21 computers @ \$500).

5. Title I funds will be used for on-going professional development for teachers, including guest speakers, after school professional development, workshops and conferences. Professional development may include ELLA and Effective Literacy Training. Textbooks and classroom materials may be purchased for ELLA and Effective Literacy.

6. Title I funds will be used to fund a mid-year parent teacher conference for the purpose of providing continual parental support, involvement, and monitoring of the student's academic progress. Literacy and math strategy kits and parenting resources will be purchased and given to parents.

7. Title I funds will be used to provide supplemental materials for literacy, including professional texts and paperback books for students, reading incentives, math incentives, math manipulatives, and science and technology trade books for the library media center.

8. Title I funds will be used to provide the Leader in Me license, and to provide materials for the program such as posters, folders, and student planners.

9. Title I funds will be used to provide for 8 sessions of Saturday school, including employee salaries for four teachers and one coordinator, and materials and supplies.

10. Title I funds will be used to compensate the ACSIP planning committee for off contract time spent on reviewing, revising, and evaluating the Title I and ACSIP plan.

11. Title I funds will be used to pay 3 certified teachers and 2 classified personnel to serve as academic

coaches to participate in an after school program that uses music, rhythmic beats, marching, and rhyming to convey basic mathematical and musical principals.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement:

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Priority 1: Literacy

Goal: All students at Southwood Elementary School will improve reading comprehension in literary, content and practical reading passages; writing skills on open-ended items; and improve in the writing domain areas of content and style.

Priority 2: Mathematics

Goal: All students at Southwood Elementary School will improve skills in solving problems in geometry, measurement and data analysis and probability, and open ended questions in measurement, geometry, numbers and operations, and data analysis and probability.

Priority 3: Child Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority
1:

Literacy

1. Literacy ACSIP CRT Supporting Data
2. Grade 3 Literacy Benchmark Exam
3. Number Tested and Per Cent Proficient or Advanced
4.

	2011	2012	2013
5. Combined Students	67/67%	59/ 54%	56/60%
6. African American			
7. Students	63/66%	52/58%	51/60%
8. Hispanic Students	1/100%	3/33%	2/50%
9. Caucasian Students	2/100%	3/33%	2/50%
10. Economically			
11. Disadvantaged Students	54/63%	49/49%	51/58%
12. LEP Students	0/0%	1/0%	2/50%
13. Students with			
14. Disabilities	4/25%	5/0%	6/17%
- 15.
16. Third Grade Analysis: The identified areas for improvement are Multiple Choice
17. - Variations of Print, Author's Purpose, Purpose for reading, Text to World
18. Connections, and Using Commas; and Open Response - Reading: Literary, Content
19. and Practical Passages, Writing: Content, Style, Sentence Formation Domains
- 20.
21. Grade 4 Literacy Benchmark Exam
22. Number Tested and Per Cent Proficient or Advanced
23.

	2011	2012	2013
24. Combined Students	59/74%	62/73%	54/78%
25. African American			
26. Students	55/75%	61/72%	50/80%
- 27.

Supporti
ng Data:

28.	Hispanic Students	2/50%	0/0%	3/67%		
29.	Caucasian Students	0/0%	0/0%	0/0%		
30.	Economically					
31.	Disadvantaged Students	48/75%	36/69%	48/77%		
32.	LEP Students	0/0%	0/0%	1/100%		
33.	Students with					
34.	Disabilities	3/0%	2/50%	2/50%		
35.						
36.	Fourth Grade Analysis: The identified areas for improvement are Multiple Choice					
37.	- Author's Purpose, Sequencing; and Open Response - Reading: Literary					
38.	Passages, Writing: Content, Style Domains					
39.						
40.						
41.						
42.	Grade 5 Literacy Benchmark Exam					
43.	Number Tested and Per Cent Proficient or Advanced					
44.		2011	2012	2013		
45.	Combined Students	62/48%	50/82%	57/56%		
46.	African American					
47.	Students					
48.		51/45%	46/83%	54/56%		
49.	Hispanic Students	2/100%	1/100%	0/0%		
50.	Caucasian Students	2/50%	0/0%	0/0%		
51.	Economically					
52.	Disadvantaged Students	53/44%	42/79%	48/53%		
53.	LEP Students	0/0%	1/100%	1/0		
54.	Students with					
55.	Disabilities	9/0%	3/0%	4/0		
56.						
57.	Fifth Grade Analysis: The identified areas for improvement are Multiple Choice					
58.	- Scan materials to locate specific information, Define and identify Parts of					
59.	Speech; and Open Response - Reading: Reading, Literacy and Content Passages					
60.						
61.						
62.						
63.						
64.	ITBS Supporting Data					
65.		ReadNPR Lang.NPR MathNPR				
66.				Survey PNR		
67.	2013	3rd grade	31	27	30	28
68.		4th grade	38	47	41	41
69.		5th grade	25	27	23	23
70.						
71.	2012	3rd grade	29	27	31	28
72.		4th grade	47	57	49	51
73.		5th grade	29	33	36	33
74.						
75.	2011	3rd grade	55	68	62	
76.		4th grade	48	57	54	
77.		5th grade	27	32	25	
78.						

79.	SCIENCE	Science NPR				
80.	2013	5th grade	26			
81.	2012	5th grade	35			
82.	2011	5th grade	34			
83.						
84.						
85.						
86.						
87.	TLI	The Learning Institute Cumulative Year to Date				
		Literacy Assessment				
88.	Summary					
89.		Literacy				
90.						
91.	2011					
92.	Third Grade	56%	61%	51%		
93.	Fourth Grade	52%	56%	47%		
94.	Fifth Grade	51%	55%	46%		
95.						
96.	2012					
97.	Third Grade	67.1%	76.3%	57.9%		
98.	Fourth Grade	57.3%	51.5%	63.1%		
99.	Fifth Grade	56.4%	51.0%	61.8%		
100.						
101.	2013	Total	Reading	Writing		
102.	Third Grade	58%	55%	60%		
103.	Fourth Grade	56%	59%	54%		
104.	Fifth Grade	44%	49%	38%		
105.						
106.						
107.		School ITBS Test Results				
108.		Average NPR				
109.		Vocab	Comprhsn	Read	Spell.	Lang.
110.	2013	Grade 1 20	48	28	58	31
111.	2012	Grade 1 15	38	19	36	21
112.	2011	Grade 1 20	54	32	49	34
113.						
114.	2013	Grade 2 32	35	32	38	24
115.	2012	Grade 2 29	52	39	57	28
116.	2011	Grade 2 37	55	45	59	32
117.						
118.						
119.		Concept	Probl.	Math	Total	
120.	2013	Grade 1 26	28	26		
121.	2012	Grade 1 18	22	19		
122.	2011	Grade 1 24	38	31		
123.						
124.	2013	Grade 2 20	21	20		
125.	2012	Grade 2 44	35	28		
126.	2011	Grade 2 34	38	35		
127.						
128.						
129.						
130.	Attendance Rate					
131.	2013					
132.	2012	93.86% (3rd qtr average)				
133.	2011	94.9%				

134. 2010 94.3%

135.

136.

137.

138. Star Reader Growth Report 2012-2013

139.

	Pre-Test	Post-Test	Change
141. First Grade	0.9	1.5	+0.6 Mid-year to end
142. Second Grade	1.5	1.7	+0.2
143. Third Grade	2.2	2.5	+0.3
144. Fourth Grade	2.7	3.4	+0.7
145. Fifth Grade	3.6	4.4	+0.8

146.

147.

148. Star Reader Growth Report 2011-2012

149.

	Pre-Test	Post-Test	Change
151. First Grade	0.9	0.3	+0.4 Mid year to end
152. Second Grade	1.7	2.1	+0.4
153. Third Grade	2.3	2.5	+0.2
154. Fourth Grade	2.8	3.4	+0.6
155. Fifth Grade	3.5	4.1	+0.6

156.

157.

158.

159. 2010-2011

160.

	Pre-Test	Post-Test	Change
162. First Grade	0.9	1.5	+0.6 Mid-year to end
163. Second Grade	1.6	2.1	+0.5
164. Third Grade	2.3	2.8	+0.5
165. Fourth Grade	2.7	2.8	+0.1
166. Fifth Grade	3.2	3.6	+0.4

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Table 1 - Southwood Elementary School															
Three (3) Year Data Analysis															
Student Data	2012 Bel	2012 Ba	2012 Pr	2012 Ad	2012 Pro	2013 Bel	2013 Ba	2013 Pr	2013 Ad	2013 Pro	2014 Bel	2014 Ba	2014 Pr	2014 Ad	2014 Pro

Performance Level	Below Basic	Basic	Proficient	Advanced	Level 1 or Above	Below Basic	Basic	Proficient	Advanced	Level 1 or Above	Below Basic	Basic	Proficient	Advanced	Level 1 or Above
Grade 3 Literacy	19%	27%	32%	22%	54%	25%	14%	30%	30%	60%	32%	26%	25%	16%	42%
Grade 4 Literacy	0%	27%	42%	31%	73%	2%	20%	43%	35%	78%	3%	25%	43%	28%	72%
Grade 5 Literacy	2%	16%	56%	26%	82%	9%	35%	37%	19%	56%	6%	38%	42%	14%	56%
Grade 3 Math	12%	29%	34%	25%	59%	5%	34%	38%	23%	61%	7%	25%	35%	32%	68%
Grade 4 Math	11%	37%	34%	18%	52%	9%	30%	35%	26%	61%	13%	20%	30%	17%	67%
Grade 5 Math	18%	30%	38%	14%	52%	60%	16%	18%	7%	25%	42%	30%	23%	5%	28%
Grade 5 Science	20%	38%	38%	4%	42%	39%	42%	16%	4%	20%	50%	42%	6%	2%	8%

The trend for Grade Three shows the highest overall average of

students scoring within proficient and advanced range in April 2011 and April

2013 with 61% being the highest over all

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Goal All students at Southwood Elementary School will improve reading comprehension in literary, content and practical reading passages; writing skills on open-ended items; and improve in the writing domain areas of content and style.

Benchmark Based on the Benchmark Exam and the preliminary calculated AMO(Annual Measurable Objectives, 67.88% of the students were to be proficient by the end of the 2012-2013 school year. The AMO for 2012-2013 school year is calculated at 66.9%. For the 2013-2014 school year the AMO is calculated at 72.07%

Intervention: Target, Teach (Evans Newton)				
Scientific Based Research: Kitchen, R., Cherrington, A., Gates, J., Hitchings, J. et al. (2002) Supporting reform through performance assessment. (2002). Mathematics Teaching in the Middle School, 8, 24 Thompson, B. (2006) Evaluating three programs using a school effectiveness model: Direct instruction, Target Teach and Class Size Reduction. Third Education Group Review, Vol. 2. no. 3				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend ten days of staff development training to address district and individual school site needs. All teachers providing instruction will be highly qualified. The recruitment and maintaining of highly qualified personnel will be handled at the district level. Teachers will collaborate district wide to improve student achievement. These areas of staff development will be addressed: 1. Discipline	Linda Watson, Superintendent, Alfred Carroll, Principal, Bernice Martin-Russell, Director of Federal and State Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$

<p>2. Technology- The Learning Institute (TLI) Interim Assessments</p> <p>3. Parental Involvement Plan</p> <p>4. Arkansas Curriculum Frameworks</p> <p>5. The Six Traits of Effective Writing, Writing Domains, and Writing Across the Curriculum</p> <p>6. Professional Learning Communities</p> <p>7. School Climate</p> <p>8. BMI - Body Mass Index Objectives</p> <p>9. Differentiated Instruction</p> <p>10. The Leader in Me</p> <p>11. Edline</p> <p>12. Common Core Curriculum</p> <p>13. Renaissance Learning products</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>				
<p>Teachers will collaborate and align the Arkansas Curriculum Frameworks to improve literacy during professional development and professional learning communities based on deficits identified from the The Learning Institute (TLI) Interim Assessment results for grades 2-5, and WRAP (Writing, Reading and Assessment Profile) for grades K-2, WRAP for students scoring at basic and below basic in graders 3-5, and DSA (Developmental Spelling Analysis) for grades K-5.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>	<p>Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Teachers will utilize	Alfred Carroll,	Start:	<ul style="list-style-type: none"> • Administrative 	<hr/>

<p>professional learning communities to align and pace the Arkansas Curriculum Frameworks and the Common Core Curriculum in an effort to maintain an equitable learning environment for students with special needs. Teachers will utilize the comprehensive literacy book room during professional learning communities. Also, the teachers will develop supplemental and remediation activities for students based on the following. a.) ITBS for grades K-5 b.) Students identified as scoring basic and below basic. c.) An academic improvement plan for each identified student. d.) A copy of the curriculum pacing guide for each content area. e.) Arkansas Benchmark Results. f.) Software for analyzing and improving student achievement. g.) Arkansas Curriculum Frameworks. h.) Common Core Curriculum. i.) The Learning Institute (TLI) Interim Assessment Results. j.) Q-Write</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Principal, Evelyn Harrison, Literacy Facilitator, Vivian Washington, Counselor</p>	<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>1.) Teachers in grades 2-5 will be trained to use technology to access the power standards through the use of the The Learning Institute (TLI) software to align the COmmon Core Curriculum and the Arkansas Curriculum Frameworks. 2.) The</p>	<p>Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Vivian Washington, Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers 	<p>ACTION BUDGET: \$</p>

<p>use of technology will be implemented in all areas and students will be assessed at the appropriate level of instruction to ensure an equity improvement through The Learning Institute. 3.) Teachers will use individual standards based on assessment data to align the instructional program in order to meet the needs of all students. 4.) Teachers will collaborate during professional learning communities/Grade Level Meetings to align the curriculum to focus on the Common Core Curriculum and teach to mastery.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>The Learning Institute (TLI) will be used to generate our interim assessments to identify areas of strength and weakness. The results from this company will be used to guide instruction to ensure that all students become proficient. After identifying strengths and weaknesses, teachers will develop strategies to target deficiencies. (8G1) Classroom walk throughs and lesson plans will be used to verify implementation. (8G2) The Learning Institute (TLI) interim assessments will be used for evaluation. (8G3) Results of those assessments at the end of this year will show if</p>	<p>Alfred Carroll, Principal, Rodney Riles, Technology Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>this program is effective based on student improvement.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p>				
<p>The principal or instructional coaches will meet with each grade level to discuss and analyze test data and develop strategies to be used in each classroom to target deficiencies in literacy.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	<p>Alfred Carroll, Principal, Evelyn Harrison, Literacy Coach, Octavia Benjamin, Math Coach, Teachers</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will engage in the use of technology to improve student achievement. The use of technology will be implemented in all areas to improve deficit skills, as well as, extend advanced skills as identified by The Learning Institute (TLI) Interim Assessments, ITBS, and the Arkansas Benchmark. The technology used may include computers, Smart boards, interactive response systems, NEO2s, document cameras, digital cameras, digital camcorders, Accelerated Reader Quizzes, English in a Flash, Accelerated Math, Math Facts in a Flash, and Key Words.</p> <p>Action Type: Collaboration</p> <p>Action Type: Technology Inclusion</p>	<p>Alfred Carroll, Principal, Rodney Riles, Technology Director</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will assist all fifth graders to successfully transition</p>	<p>Alfred Carroll, Principal, Vivian Washington,</p>	<p>Start: 07/01/2014</p> <p>End:</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

to middle school by providing mini-workshops with information on understanding a class schedule, how to move from class to class, understanding time periods, using lockers, understanding the homework policy, and organizing class materials, and a trip to view a middle school. All teachers will be introduced to the components of the Smart Core/Common Core. The components of Smart Core/Common Core will be in the student handbook for parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Counselor	06/30/2015	<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Intervention: Comprehensive Standards Based Literacy (Social Studies)

Scientific Based Research: Apprenticeship in Literacy: Transitions Across Reading and Writing, Linda Dorn, Cathy French and Tammy Jones (1998) York, Maine, Stenhouse; Allington, R.L. (2006) What really matters for struggling readers (2nd ed.) Boston: Pearson. p. 35-56, 57-87; Farstrup, A.E. & Samuels, S. J. (2002) What research has to say about reading instruction (3rd ed.) Newark, Delaware: International Reading Association, p. 87-109, 205-242, 261-290, 370-391. QAR Now, Taffy E. Raphael, Kathy Highfield, Kathryn H. Au. (2006) New York : Scholastic; Question Answer Relationships, Betty Hollas (2008) New Hampshire: Crystal Springs Books

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will be Highly Qualified and and will implement the Comprehensive Literacy Reading program for the purpose of improving student achievement in Literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments School Library Teachers 	<hr/> ACTION BUDGET: \$
The Literacy Coach will	Alfred Carroll,	Start:	<ul style="list-style-type: none"> Administrative 	<hr/>

<p>meet with each grade level, including Special Education Resource teacher, during professional learning communities to collaborate in the areas of: * using assessment data to make instructional decisions</p> <p>*providing appropriate instruction for students not performing at proficient level</p> <p>*sharing research-based strategies</p> <p>*determining grade level or schoolwide problems and finding solutions to correct those problems</p> <p>* using the district's comprehensive reading program to make instructional decisions.</p> <p>On-going professional development will be provided during the school year for reading, writing, ELLA/Effective Literacy strategies, DIBELS, Guided reading, Six Plus One Traits of Writing, QAR, DSA and WRAP, and the use of a comprehensive literacy book room. These sessions will be conducted by the Literacy Coach and the District Literacy Coordinator.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Title I Schoolwide</p>	Principal, Evelyn Harrison, Literacy Facilitator, District Literacy Coordinator	07/01/2014 End: 06/30/2015	<p>Staff</p> <ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will utilize process writing with narrative, expository, persuasive, and descriptive writing to address the deficit areas of writing on the Benchmark exam using Writing Across the Curriculum and Six Plus Traits writing for grades 2-5 and Interactive Writing for grades K-1. All teachers will keep student writing portfolios to document writing activities.	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education				
All teachers will utilize the curriculum alignment guide to provide instruction in social studies in order to improve achievement of all students. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Alfred Carroll, Principal, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Evaluation of the program will utilize both formative and summative assessments. Formative assessments will include regular monitoring to determine whether all activities are being conducted in a timely manner, identify problem areas, and implement changes to prevent serious problems. Pre-assessments and post-assessments will include WRAP (Gr K-5), Star Reader, Star Early Literacy, and DIBELS benchmarks I, II, and III (gr. K-5), DSA and TLI. Interim progress of students will be determined by the results of teacher records and results of DIBELS along with other indicators used by teachers. Second to fifth grade students will also take TLI interim assessments during the year. Outcome will be determined by the results of the benchmark exam in grades 3-5, and the ITBS given in grades K-5. DIBELS and WRAP will be used to determine group placement for grades 2-5. The results of both formative and summative	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

assessments will be used to plan future program activities.(8G1) Classroom walk throughs and lesson plans will be used to verify implementation of the reading programs. (8G2) DIBELS and WRAP will be used for evaluation and to determine growth. (8G3) Results of those assessments prove that this program is effective based on student improvement. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
Teachers will utilize QAR Question Answer Relationship in the classroom to increase reading comprehension and critical thinking skills. Action Type: Alignment Action Type: Collaboration Action Type: Equity	District Literacy Coordinator, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
A comprehensive literacy book room and annex has been established to provide teachers with immediate and available resources that correlate specifically with the Comprehensive Literacy Model and the student learning expectations (SLEs). (8G1) Verification of implementation will be based on lesson plans, classroom walk throughs (CWTs). (8G2) TLI assessments will be used for quarterly evaluation. (8G3) Results to TLI assessments will inform instruction, and show that this is an effective program based on students improving in grade level for reading. Action Type: Title I Schoolwide	Felicia Dotson, District Literacy Coordinator, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will utilize the Houghton Mifflin Harcourt Reading Basal series Journeys Common Core as a supplement to improve	Alfred Carroll, Principal; Evelyn Harrison, Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

the achievement of all students in literacy. (8G1) Verification of implementation will be based on lesson plans, classroom walk throughs (cwts). (8G2). TLI Assessments will be used for quarterly evaluations. (8G3). Results of the TLI assessments will show that this is an effective assessment tool based on students improving in grade level for reading. Action Type: Alignment Action Type: Program Evaluation	Facilitator			
Teachers will implement the Common Core standards, starting with K-2 in 2011-2012 and grades 3-5 in 2012-2013, to prepare the students with knowledge and skills they need for future success. Action Type: Alignment Action Type: Collaboration	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Remedial Programs: Academic Improvement Plans(AIPs)/Intensive reading Improvement Plan(IRIs)

Scientific Based Research: Hock, M. F., Pulvers, K.A., Deshler, D. D. & Schumaker, J. B. (2001). The effects of an after-school tutoring program on the academic performance of at-risk students and students with LD. Remedial and Special Education, 22-172-186. Morris, D. (2006) Using noncertified tutors to work with at-risk readers: an evidence-based model. The Elementary School Journal, 106, 351-362. Parker, R., Hasbrouck, J.E., & Denton, C. (2002) How to tutor students with reading comprehension problems. Preventing School Failure, 47, 45-47. Parker, R., Hasbrouck, J.E. & Denton, C. (2002). How to tutor students with reading problems. Preventing School Failure. 47, 42-44.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement tutoring program to address identified needs on the student AIP/IRI. The program will use the student AIP/IRI as the basis for providing additional and supplemental activities to strengthen the weaknesses of students that are preventing scoring proficient or higher on the Benchmark and ITBS exams. The AIP will be	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>developed based on the deficit skills as identified on the Benchmark exam. The IRI will be developed based on deficit scores as identified on DIBELS. Strategies will be listed to address student deficits. The strategies will include using age appropriate materials which are aligned with the curriculum and address the specific needs of both individuals or groups providing a variety of opportunities through activities provided during school hours, after-school and during the summer, if appropriate. Qualitative assessments each nine weeks will be used to evaluate student progress in meeting the goals of the AIP/IRI. Teachers be provided training in effective usage of AIPs and accessing information on NORMES.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>				
<p>Evaluation procedures will include both formative and summative assessments to determine the success of the AIP program. The formative assessment will include regular monitoring to determine whether activities are being conducted as scheduled, to identify problem areas and to implement changes to prevent severe problems. Teacher-made assessments simulating the Benchmark released items in grades 3-5 and TLI interim assessments</p>	<p>Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>will be developed and administered to determine progress. Achievement of AIP will be determined by the results of the Augmented Benchmark Exam in grades 3-5 and the ITBS in grades K-5. Records will be maintained by the teachers and the results used in the future to determine changes desired to improve student performance.(8G1) Classroom walk throughs and lesson plans will be used to verify implementation. (8G2) ITBS and Augmented Benchmark Exam interim assessments will be used for evaluation. (8G3) Results of those assessments prove that this program is effective based on student improvement. (Results of these assessments are in Supporting Data 1 and 2)</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>				
<p>The Learning Institute (TLI) will be utilized to create formative assessments aligned with the state frameworks for remediation in areas of weakness where students are not scoring proficient. Consumable materials and supplies 1,671.54</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Alfred Carroll, Principal, Rodney Riles, Director of Technology</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
1.0 FTE Reading	A. Carroll,	Start:		Title I - \$13154.72

Recovery Teacher A. Whiteside will be hired. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Principal	07/01/2014 End: 06/30/2015		Employee Benefits: Title I - Employee \$50595.08 Salaries: ACTION BUDGET: \$63749.8
Total Budget:				\$63749.8

Intervention: Parental Involvement

Scientific Based Research: Flood, J., Lapp, D., Tinajero, J.V., & Nagel, G. (1995). "I never knew I was needed until you called!": promoting parent involvement in schools. The Reading Teacher, 48, 614-617, Rasinski, T. & Fredericks, A.D. Can parents make a difference?, The Reading Teacher, 43, 84. Rickelman, R.J. & Henk. (1991) Parents and computers: partners in helping children learning to read. The Reading Teacher, 44, 508. Mraz, M. & Rasinski, T. (2007) Summer reading loss. The Reading Teacher, 60, 784-789

Actions	Person Responsible	Timeline	Resources	Source of Funds
The involvement of parents will be incorporated to improve student performance in areas such as literacy, writing and math. The parent facilitator will conduct trainings for the purpose of improving student performance. All parents will be encouraged to participate in PTO meetings, Orientation, Parent Involvement meetings, Family Nights for math, literacy and science, Parent/Teacher Conferences, Open House, Proud Family Reading, Million Fathers March, and Awards Programs. Refreshments will be served to parents. The staff will implement the Parent Involvement School Plan. Materials purchased to support this action would include videos, books, posters, educational games, periodicals, pamphlets, activity kits for reading comprehension and mathematics, and materials for parenting workshops. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Alfred Carroll, Principal, Vivian Washington, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will encourage parents to assist their child	Alfred Carroll,	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION \$

<p>in the Southwood Parent Center Stations, and at home with reading, reading comprehension, and vocabulary to help students become proficient in reading. The following actions will be implemented as found in Act 307 of 2007, Act 397 of 2009, and Act 1002 of 2011: ACTIONS: 1. Informational Packets; 2. Parent Involvement Meetings 3. Volunteer resource book-- listing the interest and availability of volunteers for school staff members' use including parent survey; 4. School's process for resolving parental concerns in handbook; 5. Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities; 6. The school will enable the formation of PTA/PTO; 7. Parent Facilitator. 8. Two Parent/Teacher conferences will be held. 9. Southwood Elementary will provide instruction to the parents on how to incorporate developmentally appropriate learning activities in the home environment. These will include make-it and take-it kits in literacy/math/science, and the Reading Connection newsletter. A student/parent/teacher compact will formalize an agreement between the student, the parent, and the teacher to take an active role in maximizing student potential. The parent compact will be sent out once a year, signed by all involved and kept on file. The effectiveness of parent involvement meetings and parent-teacher conferences will be measured by the number of parent signatures on the parent sign-in sheets.</p>	<p>Principal, Vivian Washington, Parent Facilitator</p>	<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • School Library • Teachers 	<p>BUDGET:</p>
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<p>(8G1) Parent sign in sheets will be used to verify implementation. (8G2) Parent surveys will be the evaluation of the effectiveness of the program. (8G3) Results of this survey prove that this program is effective based on parent interest and involvement.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Parent Notification Policy: 1. When a student has been absent from school for a total of four (4) days during a school semester, the principal or designee will contact the parent by telephone or letter to explain the attendance policy and to point out the detrimental effect that non-attendance has on the student's school progress. 2. When a student has been absent from school for a total of eight (8) days during a school semester, the principal or designee will contact the parent by telephone or letter requesting a parent-student-principal-teacher conference to discuss the student's non-attendance and the detrimental effect on the student's school progress. 3. When an elementary school age student, seven years of age or older, has been absent from school for a period of ten (10) days during a school semester, the principal will notify the parent/guardian by letter or by a letter delivered by a school social worker, that a referral will be made to the city attorney's office. (Note: five or six year old students will be referred to the parent/guardian.)</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	<p>Alfred Carroll, Principal, Vivian Washington, Counselor, Secretary</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
Southwood Elementary will have School Parent Center Stations. Informational kits will be distributed annually to the parent of each child in the school. The informational kit will include Southwood's parental involvement program; activities planned for the year to encourage parental involvement, the recommended role of the parent, student, teacher, and school; ways for the parents to become involved in the school and their child's education; a survey for the parent regarding his or her interests concerning volunteering at the school; and a system to allow parents to communicate with their child's teacher and the school principal in a regular, two-way, and meaningful manner. The Parent Center will also provide information to promote and support responsible parenting and provide information on the school policy concerning parents on campus. Action Type: Parental Engagement	Alfred Carroll, Principal, Vivian Washington, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
A School/Parent/Community LEA committee will be formed and a certified parent facilitator will be selected. Action Type: Parental Engagement	Alfred Carroll, Principal, Vivian Washington, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
All students will be in attendance to meet the state required attendance rate of 91.13 percent. Action Type: Collaboration Action Type: Parental Engagement	Alfred Carroll, Principal, Vivian Washington, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will recognize students with perfect attendance each nine weeks by awarding certificates during Honors and Awards assemblies. Parents and the community will be invited to attend these assemblies. Title I funds will be used to	Alfred Carroll, Principal, Vivian Washington, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

purchase ribbons, certificates, and medallions for an end of year Honor Ceremony. Action Type: Equity Action Type: Parental Engagement				
Teachers will receive two hours of professional development on parental involvement starting in 2014-2015 and each four years thereafter. Action Type: Professional Development	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Title I Funds will be used to purchase resource and information kits for parents. This will be over and above ACT 307 of 2007, ACT 397 of 2009, and Act 1002 of 2011 requirements. Action Type: Parental Engagement	Vivian Washington, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
A mid-year student led Parent/Teacher conference activity will be held after normal school hours (4-7 pm) for the purpose of providing continual parental support, involvement and monitoring of the student's academic progress. Title I funds will be used to pay a stipend to all participating certified personnel (27.50 per hr X 4 hrs) and to pay classified purchased service personnel (10.00 per hr X 4 hrs). This is above the requirement for two parent teacher conferences per year. Literacy and math strategies kits and parenting resources will be purchased and given to parents. This is beyond the two required conferences. Action Type: Parental Engagement	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Supplemental Intervention

Scientific Based Research: Gambrell, L.B. (1996) Creating classroom cultures that foster reading motivation, *The Reading Teacher*, 50, 14-25. Pavonetti, L.M., Brimmer, K.M., & Cipielewski, J.F. (2002/2003) Accelerated Reader: what are the lasting effects on the reading habits of middle school children exposed to Accelerated Reader in elementary grades? *Journal of Adolescent and Adult Literacy*, 46, 300-311. Vollands, S.R., Topping, K. J., & Evans, R. M. (1999). Computerized self-

assessment of reading comprehension with the Accelerated Reader: Action Research. Reading & Writing Quarterly, 15, 197-211. Shatzer, Joyce. (2008) Picture book power: connecting children's literature and mathematics. The Reading Teacher, 61, 649-653; Layne, S. L. (2009) Igniting a Passion for Reading, Stenhouse Publishers

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I funds will be used to purchase supplemental materials and supplies to improve student achievement of all students in literacy and social studies. Materials will include big books, leveled readers, learning centers, computer programs, and listening centers. Included will be some materials on the Accelerated Reader program. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Public Library • School Library • Teachers 	<hr/> ACTION BUDGET: \$
Title I & Title II-A funds will be used to pay registraton and travel expenses to provide professional development for the Principal, Literacy Facilitator, and/or teachers to attend state, local and national conferences that provide strategies for student achievement related to literacy. Teachers and tutors will receive training throughout the year to improve implementation of the Comprehensive Literacy, and Intensive Phonics/Reading Horizon Reading Programs. This	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	Title I - Purchased \$4000.00 Services: Title II-A - Purchased \$8000.00 Services: <hr/> ACTION BUDGET: \$12000

professional development will supplement required PD hours. Action Type: Professional Development				
<p>Title I Funds will be used to employ six full-time para-educators. The six (6) full-time para-educators will be assigned to homerooms to provide academic assistance in all areas, including technology skills. Para-educators will meet the NCLB requirements to be highly qualified. The NCLB requirements will be placed in the student handbook. Para-educators will provide point in time remediation. All teachers and para-educators` will collaborate to ensure that the Houghton Mifflin Harcourt and Reading Horizons Program curriculums are aligned with the Common Core Curriculum and Arkansas Frameworks to provide appropriate instruction to all students at the appropriate instructional level to improve student achievement. Para-educators will be provided training. These para-educators are highly-qualified paraprofessionals supervised by highly qualified certified teachers. Khair Adamu, 1.0 FTE @11,329.50 +</p>	<p>Alfred Carroll, Principal, Bernice Martin-Russell, Director of Federal and State and Testing Programs, Evelyn Harrison,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Public Library • School Library 	<p>Title I - Employee \$20738.89 Benefits: Title I - Employee \$73710.30 Salaries:</p> <hr/> <p>ACTION BUDGET: \$94449.19</p>

<p>3,172.26 = \$14,501.76; Becky Kirklin, 1.0 FTE @ 10,055.50 + 2,915.54 = \$12,871.04; O'Brennan L. Moss, 1.0 FTE @ 11,329.50 + 3,172.26 = \$14,501.76; Almeta Whimper, 1.0 FTE @ 10,765.30 + 3,014.29 = \$13,779.59; Earnestine Everett, 1.0 FTE @ 11,397.75 + 3,191.37 = \$14,589.12; Rosalind Robinson, 1.0 FTE @ 8,777.25 + 2,452.63 = \$11,234.88. An additional position will be advertised at \$12,871.04 Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>All teachers will participate in professional development to improve student achievement funded by Title I. Included in this professional development would be training by the Renaissance Learning Company in the use of the Accelerated Reader program, Star Reader, Star Early Literacy, English in a flash, and NEOs. Materials that will be purchased for this training will include binders and color coded labels for easy referencing. This professional development will supplement required</p>	<p>Alfred Carroll, Principal, Bernice Martin- Russell, Director of Federal and State Programs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

PD hours. Action Type: Professional Development				
<p>Accelerated Reader, Star Reader, and Star Early Literacy will be used by the students. Teachers and the library media specialist will utilize the Accelerated Reader program to motivate all students to read to improve their reading comprehension skills through recreational reading. Effectiveness will be evaluated by the number of points each student earns on the Accelerated Reader program, by the average percent correct (85%), by the number of words read, and by increased reading comprehension levels as measured by Star Reader. Star Reader and Star Early Literacy testing will take place at the beginning of the year, in January, and in April/May. This is the fifth year of implementation of the Accelerated Reader Universal program; and the third year of implementation of Star Reader Enterprise and Star Early Literacy. Full implementation will take three years. (8G1) Student points earned in Accelerated Reader will be used to confirm implementation. (8G2) Star Reader</p>	<p>Alfred Carroll, Principal, Margaret Nanak, Library Media Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • School Library 	<p>Title I - Materials & \$4300.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$4300</p>

<p>assessments three times a year will be used for evaluation. (8G3) Results of the Star Reader assessments prove that this program is effective based on student improvement. (see Supporting Data 5)</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Technology</p> <p>Inclusion</p> <p>Action Type: Title I</p> <p>Schoolwide</p>				
<p>Students will increase student achievement through the use of recreational reading. Teachers and library media specialist will collaborate to encourage all students to read to increase reading comprehension skills through the use of intrinsic and extrinsic motivation, such as reading tags, pencils, certificates, bookmarks, school-wide recognition, field trips, Pizza Hut Book-It, and reading celebrations. High-interest, grade-level varying texts of nonfiction social studies, science, and technology books will be purchased to supplement the general library collection and to foster these comprehension skills with local and NSL funds.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Title I</p>	<p>Alfred Carroll, Principal, Margaret Nanak, Library Media Specialist, Evelyn Harrison, Literacy Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • School Library • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$2000</p>

Schoolwide				
Special Education Personnel will be employed to meet the needs of special service students in compliance with and the No Child Left Behind Act Of 2001 (NCLB) and Individual Disability and Education Act of 2004 (IDEA). Action Type: Collaboration Action Type: Equity Action Type: Special Education	Suzette Anderson, Asst. Superintendent, Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Each year, (PBSO)Forest Park Pre-school and other local Pre-Kindergarten students, teachers and parents will be invited to tour the Southwood Campus and participate in a pre-orientation activity designed to help their transition into -public school Kindergarten. Action Type: Parental Engagement	Evelyn Harrison, Literacy Facilitator, Vivian Washington, Parental Involvement Facilitator, Kindergarten Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
A full-time highly qualified para-educator will serve for both the library media center and the school comprehensive literacy book room in such a manner to facilitate the efforts of the library media specialist and the literacy facilitator in promoting literacy and increasing student achievement. This para-educator will be under the supervision of highly qualified certified teachers. Para-educator is	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Margaret Nanak, Library media specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	<hr/> ACTION BUDGET: \$

Raymond Wallace. Action Type: Collaboration				
All Highly Qualified Teachers will employ best practices teaching strategies in all lessons presented, including introduction, modeling, guided practices, independent practice, and closure. Professional development on the topic of Running Records will be provided for the teachers during after school hours. Stipends will be paid at the rate of \$27.50 per hour above contract time. Action Type: Alignment Action Type: Professional Development	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The school Principal will conduct multiple classroom observations per week to monitor best practices and will provide feedback to the instructional staff. Action Type: Alignment Action Type: Collaboration	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Public Library 	<hr/> ACTION BUDGET: \$
The teachers will implement the Leader in Me process and integrate it into the curriculum. The Leader in Me process will develop student leadership skills, develop character, promote student responsibility, and enhance student achievement and	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title I - Employee \$1700.00 Benefits: Title I - Employee \$4000.00 Salaries: Title I - Materials & \$2000.00 Supplies: <hr/> ACTION BUDGET: \$7700

<p>the school climate. Materials, teaching tools, and supplies will be purchased to support the process. Two trainings will be held, teachers will be reimbursed at a rate of \$31.50 per hour, with \$8.19 per hour for benefits.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>Title I funds will be used to employ one full-time Literacy Facilitator to monitor and assess the Comprehensive Literacy Program, Houghton Mifflin Harcourt Journeys series, and ELLA/Effective Literacy programs, improve academic achievement in literacy in grades K-5, enhance cooperative learning, provide instructional modeling and training, monitor teacher progress through collaboration and provide needed assistance and materials to ensure an equitable learning environment for all students The Literacy Coach will attend professional development workshops for writing and reading and provide professional development in literacy strategies</p>	<p>Alfred Carroll, Principal; Evelyn Harrison, literacy facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title I - Employee \$16951.20 Benefits: Title I - Employee \$60539.97 Salaries:</p> <hr/> <p>ACTION BUDGET: \$77491.17</p>

and instruction. Information obtained at the workshops will be disseminated to teachers during professional learning communities. Salary and benefits for Evelyn Harrison - Literacy Facilitator (1.0 FTE @ \$77,491.16) Action Type: Professional Development Action Type: Title I Schoolwide				
Title I funds will be used to hire Approximately 4 Teachers and 1 coordinator to provide eight to ten sessions per semester of grades K-2 intervention to be held on Saturdays, entitled "Sensational Saturday at Southwood." The staff will analyze the student participants' work samples, assessment data, and other student achievement data to plan lessons to address the skill deficit trends among the students. The instructional strategies used will be based on high-yield strategies. The children will be regularly assessed for progress. Teachers will receive stipends at the rate of \$31.50 per hr. (5 teachers X 4 hrs per day X 8 Saturdays X 31.50 per hour) Action Type: Collaboration Action Type: Equity Action Type: Technology	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title I - Employee \$1500.00 Benefits: Title I - Employee \$5040.00 Salaries: <hr/> ACTION BUDGET: \$6540

Inclusion				
The literacy coach will facilitate various professional development trainings inclusive of Accelerated Reader, lesson plan development, and differentiated instruction. This professional development will supplement required PD hours. Action Type: Collaboration Action Type: Professional Development	Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The Title I Planning Committee will meet as needed at the beginning and end of the school year to review, revise and evaluate Title I and actions included in the ACSIP plan. The program evaluation will be completed by May 15, 2015. Members will be compensated for their meeting time @ 31.50 per hour off contract time not to exceed 5,000.00. Action Type: Collaboration	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Employee \$1300.00 Benefits: Title I - Employee \$3700.00 Salaries: <hr/> ACTION BUDGET: \$5000
A Child Study Team will monitor the progress of students who have transferred from the priority schools of Greenville and Oak Park. These students will be monitored using results of STAR, WRAP and TLI testing. The team will meet in January to determine the progress of these students and develop strategies and interventions if	Alfred Carroll, Principal	Start: 07/01/2014 End: 07/01/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

needed. Action Type: Collaboration Action Type: Equity				
To improve student achievement in literacy, newly hired and re-assigned teachers will participate in and complete ELLA (grades K-1) or Effective Literacy (grades 2-5) training, a two year program provided by the Arkansas River Educational Cooperative. Title I funds will be used to purchase required textbooks and classroom materials, and pay summer stipends as needed. Stipends will be based on attendance at training sessions outside of contract days. Stipends will be \$100 per day plus benefits. Action Type: Collaboration Action Type: Professional Development	Alfred Carroll, Principal; Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	Title I - Purchased Services: \$700.00 <hr/> ACTION BUDGET: \$700
Students will use a student planner and homework folder to increase their organizational skills, time management skills, and responsibility. These successful study skills will lead to increased student achievement. Parents will participate by monitoring the student planner and folder. Action Type: Parental Engagement	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$210180.36

Priority 2: Mathematics

1.	Math CRT (Benchmarks) Test Supporting Data			
2.	Grade 3 Mathematics Benchmark Exam			
3.	Number and Per Cent Proficient or Advanced			
4.		2011	2012	2013
5.	Combined Students	67/81%	59/59%	56/61%
6.	African American			
7.	Students	63/80%	52/62%	51/61%
8.	Hispanic Students	N < 10	N < 10	2/50%
9.	Caucasian Students	N<10	N<10	2/50%
10.	Economically			
11.	Disadvantaged Students	54/78%	28/57%	51/61%
12.	LEP Students	N<10	N<10	2/50%
13.	Students with			
14.	Disabilities	N<10	N<10	6/34%
15.				
16.	Third Grade Analysis: The identified areas for improvement are Multiple Choice			
17.	- Measurement; and Open Response - Data Analysis and Probability, Algebra,			
18.	Geometry, Measurement, and Numbers and Operations.			
19.				
20.	Grade 4 Mathematics Benchmark Exam			
21.	Number and Per Cent Proficient or Advanced			
22.		2011	2012	2013
23.	Combined Students	59/71%	62/52%	54/61%
24.	African American			
25.	Students	55/69%	61/51%	60/62%
26.	Hispanic Students	N< 10	N < 10	3/73%
27.	Caucasian Students	N<10	N<10	0/0%
28.	Economically			
29.	Disadvantaged Students	48/69%	25/48%	48/61%
30.	LEP Students	N<10	N<10	1/100%
31.	Students with			
32.	Disabilities	N<10	N<10	2/0%
33.				
34.	Fourth Grade Analysis: The identified areas for improvement are Multiple Choice			
35.	- Measurement; and Open Response - Data Analysis and Probability, Algebra,			
36.	Geometry, Measurement, and Numbers and Operations.			
37.				
38.	Grade 5 Mathematics Benchmark Exam			
39.	Number and Per Cent Proficient or Advanced			
40.		2011	2012	2013
41.	Combined Students	62/40%	50/52%	57/25%
42.	African American			
43.	Students	51/37%	46/50%	54/23%
44.	Hispanic Students	N<10	N<10	0/0%
45.	Caucasian Students	N<10	N<10	0/0%
46.	Economically			
47.	Disadvantaged Students	53/38%	42/47%	48/19%
48.	LEP Students	N<10	N<10	1/0%
49.	Students with			
50.	Disabilities	N<10	N<10	4/0%
51.				

52. Fifth Grade Analysis: The identified areas for improvement are Multiple Choice

53. - Measurement; and Open Response - Data Analysis and Probability, Geometry,

54. Measurement, and Numbers and Operations.

55.

56. Grade 5 Science Benchmark Exam

57. Number and Per Cent Proficient or Advanced

58. 2011 2012 2013

59. Combined Students 62/21% 50/42% 57/20%

60. African American

61. Students 51/37% 46/41%

62. Hispanic Students 2/50% N<10

63. Caucasian Students N<10 N<10

64. Economically

65. Disadvantaged Students 53/38% 42/36%

66. LEP Students N<10 N<10

67. Students with

68. Disabilities N<10 N<10

69.

70.

71. ITBS Supporting Data

72. ReadNPR Lang.NPR MathNPR

73. Survey PNR

74. 2013 3rd grade 31 27 30 28

75. 4th grade 38 47 41 41

76. 5th grade 25 27 23 23

77.

78. 2012 3rd grade 29 27 31 28

79. 4th grade 47 57 49 51

80. 5th grade 29 33 36 33

81.

82. 2011 3rd grade 55 68 62

83. 4th grade 48 57 54

84. 5th grade 27 32 25

85.

86. SCIENCE Science NPR

87. 2013 5th grade 26

88. 2012 5th grade 35

89. 2011 5th grade 34

90.

91.

92.

93.

94. <

95. School ITBS Test Results

96. Average NPR

97. Vocab Comprhsn Read Spell. Lang.

98. 2013 Grade 1 20 48 28 58 31

99. 2012 Grade 1 15 38 19 36 21

100. 2011 Grade 1 20 54 32 49 34

101.

102. 2013 Grade 2 32 35 32 38 24

103. 2012 Grade 2 29 52 39 57 28

104. 2011 Grade 2 37 55 45 59 32

105.

106.

107. Concept Probl. Math Total

108. 2013	Grade 1	26	28	26
109. 2012	Grade 1	18	22	19
110. 2011	Grade 1	24	38	31

111.

112. 2013	Grade 2	20	21	20
113. 2012	Grade 2	44	35	28
114. 2011	Grade 2	34	38	35

115.

116.

117. STAR MATH GROWTH REPORT 2012-2013

118.	Pretest GE	Posttest GE	Change
119. First Grade	0.6	1.4	+0.8
120. Second Grade	1.1	2.0	+0.9
121. Third Grade	2.3	3.0	+0.7
122. Fourth Grade	3.0	3.6	+0.6
123. Fifth Grade	3.6	4.1	+0.5

124.

125.

126. STAR MATH GROWTH REPORT 2011-2012

127.	Pretest GE	Posttest GE	Change
128. First Grade	0.6	1.1	+0.5
129. Second Grade	1.7	2.2	+0.5
130. Third Grade	2.6	2.8	+0.2
131. Fourth Grade	3.1	3.4	+0.3
132. Fifth Grade	4.2	3.9	-0.3

133.

134.

135.

136. Attendance Rate

137. 2013

138. 2012 93.86% (3rd qtr average)

139. 2011 94.9%

140. 2010 94.3%

141.

142.

143. TLI The Learning Institute Cumulative Year to Date
Math Assessment Summary

144.

145. 2011

146. Third Grade	57%
147. Fourth Grade	49%
148. Fifth Grade	49%

149.

150. 2012

151. Third Grade	62.8%
152. Fourth Grade	38.2%
153. Fifth Grade	52.1%
154. Fifth Grade Science	55.6%

155.

156. 2013 Total

157. Third Grade	66%
158. Fourth Grade	45%
159. Fifth Grade	45%

160.

161.
162.
163.
164.
165.
166.
167.
168.
169.
170.

Goal All students at Southwood Elementary School will improve skills in solving problems in geometry, measurement and data analysis and probability, and open ended questions in measurement, geometry, numbers and operations, and data analysis and probability.

Benchmark Based on the Arkansas Benchmark Exam and the preliminary calculated AMO (Annual Measurable Objectives, 69.74% of our students were to be at or above the proficient level by the end of the 2012-2013 school year. The AMO for 2012-2013 is calculated at 49.4%. For the 2013-2014 school year, the AMO is 93.11%

Intervention: Target, Teach (Evans Newton)				
Scientific Based Research: Kitchen, R., Cherrington, A., Gates, J., Hitchings, J. et al. (2002) Supporting reform through performance assessment. (2002). Mathematics Teaching in the Middle School, 8, 24. Thompson, B. (2006) Evaluating three programs using a school effectiveness model: Direct instruction, Target Teach and Class Size Reduction. Third Education Group Review, Vol. 2. no. 3				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend ten days of staff development training to address district and individual school site needs. All teachers providing instruction will be highly qualified. The recruitment and maintaining of highly qualified personnel will be handled at the district level. Teachers will collaborate district wide to improve student achievement. These areas of staff development will be addressed: 1. Discipline 2. Technology - The Learning Institute (TLI)Interim Assessments 3. Parental Involvement Plan 4. Arkansas Curriculum Frameworks 5. The Six Traits of Effective	Linda Watson, Superintendent, Alfred Carroll, Principal, Bernice Martin-Russell, Director of Federal and State Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Public Library • School Library • Teachers 	ACTION BUDGET: \$

Writing 6. Professional learning communities 7. School Climate 8. BMI - Body Mass Index 9. Differentiated Instruction 10. The Leader in Me 11. Edline 12. Common Core Curriculum 13. Renaissance Learning Star Math, Accelerated Math, Math Facts in a Flash Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Teachers will collaborate during professional development sessions to pinpoint deficit skills in mathematics and specific strategies to address them. Teachers will develop strategies and instruction during Professional Learning Communities to address deficits identified by The Learning Institute (TLI) Assessment results. Title I funds will be used to pay 3 certified teachers and 2 classified personnel to serve as academic coaches for students to participate in an after school program that uses music, rhythmic beats, marching and rhyming to convey basic mathematical and musical principals. Three teachers @ 31.50 X 2 hrs X 2 days X 8 weeks = 3.024.00 salary & 786.24 benefits. Two	Alfred Carroll, Principal, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	Title I - Employee \$3664.00 Salaries: Title I - Employee \$965.44 Benefits: <hr/> ACTION BUDGET: \$4629.44

classified personnel @ 10.00 X 2 hrs X 2 days X 8 weeks = 640.00 salary & 179.20 benefits. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Teachers will utilize professional learning communities to align and pace the Common Core Curriculum and the Arkansas Curriculum Frameworks in an effort to maintain an equitable learning environment for students with special needs. The teachers will develop supplemental and remediation activities for students based on the following. a.) ITBS for grades K-5 b.) Students identified as scoring basic and below basic. c.) An academic improvement plan for each identified student. d.) A copy of the curriculum pacing guide for each content area. e.) Arkansas Benchmark Results. f.) Arkansas Curriculum Frameworks. g.) Common Core Curriculum. h.) The Learning Institute (TLI) Interim Assessment Results. i.) Q-Write Action Type: Alignment Action Type: Equity	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Students will utilize technology to improve deficit skills. The use of	Alfred Carroll, Principal, Rodney Riles, Director of	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers 	Title I - Materials \$15000.00 & Supplies:

<p>technology will be implemented in all areas to improve deficit skills, as well as, extend advanced skills in mathematics as identified by The Learning Institute (TLI) Interim Assessments, ITBS, and the Arkansas Benchmark. The technology used may include computers, Smart boards, interactive response systems, NEO2s, document cameras, digital cameras, digital camcorders, Accelerated Math and Math Facts in a Flash. Twenty-five additional computers with cart will be purchased at \$500.00 per computer.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Technology Services, Octavia Benjamin, Math Facilitator</p>		<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$15000</p>
<p>1. Technology will be used in all areas and students will be assessed at the appropriate level of instruction to ensure an equity improvement through The Learning Institute. The Compass Learning software will be purchased for remediation. 2. Teachers will use individual standards based on assessment data to align the instructional program in order to meet the needs of all students. 3. Teachers will collaborate during professional learning communities/Grade Level Meetings to align the curriculum to focus on the</p>	<p>Alfred Carroll, Principal, Bernice Martin-Russell, Director of Federal and State Programs, Octavia Benjamin, Math Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Common Core Curriculum and teach to mastery. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
All teachers will receive training on utilizing Benchmark Released Items for improved student achievement on open ended items. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Octavia Benjamin, Math Facilitator, Scien	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
The principal or instructional coaches will meet with grade level teachers after school as needed to discuss and analyze test data and develop strategies to target deficit areas in mathematics. Stipends will be paid at a rate of 31.50 per hour for 1.5 hours each meeting, not to exceed a total of 1,900.80 Action Type: Alignment Action Type: Collaboration	Alfred Carroll, Principal, Evelyn Harrison, Literacy Coach, Octavia Benjamin, Math Coach, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	Title I - Employee \$1487.00 Salaries: Title I - Employee \$413.80 Benefits: <hr/> ACTION BUDGET: \$1900.8
The Learning Institute (TLI) will be used to create eight module student interim assessments and to identify areas of strength and weakness. The results from this company will be used to guide instruction to ensure that all students become proficient. After identifying strengths	Alfred Carroll, Principal, Rodney Riles, Technology Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>and weaknesses, teachers will develop strategies to target deficiencies. (8G1) Classroom walk throughs and lesson plans will be used to verify implementation. (8G2) The Learning Institute (TLI) interim assessments will be used for evaluation. (8G3) Results of those assessments at the end of this year will show if this program is effective based on student scores.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>				
Total Budget:				\$21530.24

Intervention: Comprehensive Standards Based Mathematics/Science				
<p>Scientific Based Research: Citation: NCTM Standards. Curriculum and Evaluation Standards for School Mathematics. National Council of Teachers of School Mathematics. Standard 1 (pp.23-25). (Smart Start Initiative: The EPG-UNC Smart Start Evaluation Team. March 2003. Smart Start and Preschool Child Care Quality in NC: Change Over Time and Relation to Children's Readiness. RPG Child Development Institute. UNC at Chapel Hill). Reys, B., Chavez, O. & Reys, R. (2003). Middle school mathematics curriculum- a guide for principals. Principal Leadership, 3, 61-66. Reys, R., Reys, B., Lapan, R., Holliday, G., & Wasman, D. (2003). Assessing the impact of standards-based middle grades mathematics curriculum materials on student achievement. Journal for research in Mathematics Education, 34, 74-95. Smith, K. S., and Geller, C. (2004). Essential principles of effective mathematics instruction: methods to reach all students. Preventing School failure, 48, 22-29.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will be highly qualified and will implement the Houghton Mifflin mathematics program and the Harcourt School Publishers science program for the purpose of improving student achievement in mathematics and science.	Alfred Carroll, Principal, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				
Teachers will implement the Houghton Mifflin program in K-5. The curriculum will be researched based utilizing strategies with a history of proven success. Strategies will include Marzano's high yield strategies and enrichment and intervention in order to include all students. These teachers will use the most effective materials and technology to address the specific goals to increase student performance on open-ended questions, content, and writing style. The math coach will provide professional development in usage of math manipulatives, open-ended questions, and other math related skills during professional learning communities. Math materials will be purchased for use and teacher training. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Alfred Carroll, Principal, Evelyn Harrison, Literacy Facilitator, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$1900.00 <hr/> ACTION BUDGET: \$1900
All teachers will maintain writing portfolios documenting open	Alfred Carroll, Principal, Evelyn Harrison, Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> ACTION BUDGET: \$

ended items in math and science Action Type: Alignment Action Type: Collaboration Action Type: Equity	Facilitator, Octavia Benjamin, Math Facilitator, Scienc		<ul style="list-style-type: none"> Teachers 	
Evaluation of the program will utilize both formative and summative data. Formal evaluation will include regular monitoring to determine whether all activities are being conducted in a timely manner, identify problem areas, and implement strategies to address serious problems. Interim progress of students will be determined by the results of teacher made and TLI assessments along with other indicators used by teachers. Impact will be determined by the results of the Augmented Benchmark Exam in grades 3-5 and ITBS in Gr. 1-2. Records will be maintained by the teachers and the results used in the future to determine changes desired to improve student performance.(8G1) Classroom walk throughs and lesson plans will be used to verify implementation. (8G2) ITSB and Augmented Benchmark Exam, along with interim assessments will be used for evaluation. (8G3) Results of those assessments prove that this program is effective based on student improvement. (Test	Alfred Carroll, Principal, Octavia Benjamin, Math Facilitator, Evelyn Harrison, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$

results are in supporting Data 1 and 2). Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
Teachers will implement the Common Core standards, starting with K-2 in 2011-2012 and gr. 3-5 in 2012-2013, to prepare the students with knowledge and skill they need for future success. Action Type: Alignment Action Type: Collaboration	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$1900

Intervention: Remedial Programs/Academic Improvement Plan (AIP)

Scientific Based Research: Kitchen, R., Cherrington, A., Gates, J., et al. (2002). Supporting reform through performance assessment. (2002). Mathematics Teaching in the Middle School, 8, 24.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluation procedures will include both formative and summative data to determine the success of the AIP program. The formative assessments will include regular monitoring to determine whether activities are being conducted as scheduled, to identify problem areas and to implement strategies to address severe problems. Teacher-made assessment and TLI assessments will be developed and administered to determine progress. Impact will be determined by the results of the Augmented Benchmark Exam in grades 3-5 and the ITBS in grades 1-2. Records will be maintained by the teachers and the results used in the future to determine changes desired to improve student	Alfred Carroll, Principal, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

<p>performance. Teachers be provided training in effective usage of AIPs and accessing information on NORMES. (8G1) Classroom walk throughs and lesson plans will be used to verify implementation. (8G2) ITBS and Augemented Benchmark Exam interim assessments will be used for evaluation. (8G3) Results of those assessments prove that this program is effective based on student improvement. (Test results are in Supporting Data 1 and 2)</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Tutoring program will address identified needs on the student AIP/IRI. The program will use the student AIP/IRI as the basis for providing additional and supplemental activities to strengthen the weaknesses of students that are preventing scoring proficient or higher on the Benchmark and ITBS exams. The AIP will be developed based on the deficit skills as identified on the Benchmark exam. The IRI will be developed based on deficit scores as identified on The Learning Insitute interim assessments. Strategies will be listed to address student deficits. The strategies will include using age appropriate materials which are aligned with the curriculum and address the specific needs of both individuals or groups providing a variety of opportunities through activities provided during school hours, after-</p>	<p>Alfred Carroll, Principal, Octavia Benjamin, Math Facilitator, Evelyn Harrison, Literacy Facilitator, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>school and during the summer, if appropriate. Eight interim assessments will be used to evaluate student progress in meeting the goals of the AIP/IRI.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p>				
Total Budget:				\$0

Intervention: Supplemental Intervention				
<p>Scientific Based Research: Ysseldyke, J., Thill, T., & Hannigan, E. (2004). Use of an instructional management system to improve mathematics skills for students in Title I programs. Preventing School Failure, 48, 10-14 Ysseldeyke, J., Spicuzza, R., Kosciolk, S. & Boys, C. (2003) Effects of a learning information system on mathematics achievement and classroom structure. The Journal of Educational Research, 96, 163-173. Ysseldyke, J., Spicuzza, R., Teelucksingh, E., Boys, C. & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. Journal of Education for Students Placed at Risk, 8, 247-265. Woodward, J. (2006) Developing automaticity in multiplication facts: integrating strategy instruction with timed practice drills. Learning Disability Quarterly, vol. 29 p. 269.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Math Coach (Otavia Benjamin, 1 FTE) will be employed to monitor and assess the Harcourt Houghton Mifflin Math programs, improve academic achievement in mathematics in grades K-5, enhance cooperative learning, provide instructional modeling and training, monitor teacher progress through collaboration and providing needed assistance and materials to ensure an equitable learning environment for all students. Effectiveness of math services will be measured by increased scores on the eight module interim testing. The Math Facilitator will</p>	<p>Alfred Carroll, Principal, Bernice Martin-Russell, Director of Federal and State Programs, Octavia Benjamin, Math Facil</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	<p>NSLA (State-281) - \$16393.42 Employee Benefits: NSLA (State-281) - \$58542.92 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$74936.34</p>

attend professional development workshops and then disseminate the information obtained to the teachers. (8G1) Classroom walk throughs will be used to verify implementation. (8G2) The Learning Institute interim assessments will be used for evaluation. (8G3) TLI results show growth in all grades. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
Special Education personnel will be employed to meet the needs of special service students in compliance with federal guidelines and the No Child Left Behind Act. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Suzette Anderson, Asst. Superintendent, Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Title I funds will be used to purchase supplemental materials and supplies to improve student achievement of all students in mathematics and science. Materials will include learning centers, computer programs, calculators and manipulatives. Action Type: Alignment Action Type: Collaboration	Alfred Carroll, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	Title I - Materials & \$1039.60 Supplies: <hr/> ACTION BUDGET: \$1039.6

Action Type: Technology Inclusion				
Title I funds will be used to fund the registration and travel expenses for the Principal, Math Facilitator, and/or teachers who will attend state, local and national conferences related to math and science interventions and high-yield strategies for student achievement. This professional development will supplement required PD hours. Action Type: Professional Development	Alfred Carrol, Principal, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Purchased \$2000.00 Services: <hr/> ACTION BUDGET: \$2000
Accelerated Math, Math facts in a flash, and Star Math will be used by the students. Professional development will be provide to train teachers to use Accelerated Math, Star Math, and Math facts in a flash. Teachers and the math facilitator will utilize the Accelerated Math, NEO2s, and Math Facts in a Flash programs to motivate all students to improve their math skills. Effectiveness will be evaluated by the number of math objectives mastered and by assessing student strengths and weaknesses using the Star Math test. Star Math testing will take place at the beginning of the	Alfred Carroll, Principal, Octavia Benjamin, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$

<p>year, in January, and in May. This is the third year of implementation of the Accelerated Math Enterprise program; full implementation will take three years.</p> <p>(8G1) Student objectives mastered in Accelerated Math will be used to verify implementation.</p> <p>(8G2) Star Math assessments three times a year will be used for evaluation.</p> <p>(8G3) This is the third year of testing. Pre-testing has been completed. Results from year two showed growth at each grade level, ranging from 0.5 to 0.9 growth in 8 months time.</p> <p>Action Type: Alignment</p> <p>Action Type: Professional Development</p> <p>Action Type: Technology Inclusion</p>				
<p>ALL Highly Qualified Teachers will employ Marzano's high yield strategies in all lessons presented, including introductions, modeling, guided practices, independent practice, and closure.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	Alfred Carroll, Principal	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school principal or instructional coaches will conduct multiple classroom observations per</p>	Alfred Carroll, Principal	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

week to monitor the best practices and will provide feedback to the instructional staff. Action Type: Alignment Action Type: Collaboration				
The math coach will facilitate various professional development trainings inclusive of Accelerated Math, instructional strategies and resources, and differentiated instruction. This professional development will supplement required PD hours. Action Type: Collaboration Action Type: Professional Development	Octavia Benjamin, math facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Students will recite their multiplication tables during Multiplication Mania. This will take place for three weeks beginning in January for grades three to five, after students have practiced their tables on Math Facts in a Flash. Math materials will be purchased. Action Type: Collaboration	Octavia Benjamin, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Materials & \$700.00 Supplies: <hr/> ACTION BUDGET: \$700
Total Budget:				\$78675.94

Priority 3:

1. BMI Results for Southwood Elementary School			
2. Overweight Obese Total			
3.			
4. 2010-2011	18.8%	21.5%	40.3%
5. 2011-2012	9.4%	22.4%	31.8%
6. 2012-2013	17.7%	20.3%	38%
7.			
8.			
9.			

Supporting Data:

- 10.
- 11.
12. Southwood
13. There is only two years of data for the School Health Index. The data for
14. 2008-2009 was not retrievable.
- 15.
16. School Health Index 2007-2008
17. Module 1: School Health and Safety Policies and Environment - Score 88%.
18. Module 2: Health Education - Score 62%.
19. Module 3: Physical Education and Other Physical Activity Programs - Score 92%.
20. Module 4: Nutrition Services - Score 43%.
21. Module 8: Family and Community Involvement ; Score 56%.
- 22.
23. School Health Index 2009-2010
24. Module 1: School Health and Safety Policies and Environment - Score 80%.
25. Module 2: Health Education - Score 38%.
26. Module 3: Physical Education and Other Physical Activity Programs - Score 79%.
27. Module 4: Nutrition Services - Score 83%.
28. Module 5: School Health Services - Score 83%
29. Module 6: School Counseling, Physiological and social services - score 98%
30. Module 7: Health Promotion for staff - 7%
31. Module 8: Family and Community Involvement ; Score 50%.
- 32.
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- 44.
- 45.
- 46.

Goal	Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.
Benchmark	Healthier BMI results will be evident by June 30, 2012. There will be a 10% difference in the 2011-2012 BMI results indicating healthier lifestyles are being practiced.
Intervention: Southwood Elementary School will encourage strategies and activities that encourage a non-sedentary lifestyle.	
Scientific Based Research: Omizo, M.M., Omizo, S.A., & D'Andrea, M. J. (1992). Promoting wellness among elementary school children. <i>Journal of Counseling and Development</i> . 71, 194- 198. Woods.	

A.M. (2006). The physical educator's lead in improving school wellness. Journal of Physical Education, Recreation and Dance, 77, 8-9

Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage development and participation in family-oriented, community-based physical activity program. Action Type: Parental Engagement Action Type: Wellness	Alfred Carroll , Principal, Vivian Washington, Counselor, Ms. Jordan, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Parental Engagement Action Type: Wellness	Alfred Carroll , Principal, Ms. Jordan, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Students will participate in 150 minutes of physical activity per week. 60 minutes will be in a physical education class and 90 minutes will be scheduled physical activity. The effectiveness of the plan will be evaluated by a decrease in the students' body mass indexes.(8G1) Classroom walk throughs and the PE coaches' lesson plans will be used to verify implementation. (8G2) BMI assesments will be used for evaluation. (8G3) Results of those BMI assessments prove that this program is effective based on student improvement. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Alfred Carroll, Principal, Teachers, Jarrett Miles, PE Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The nurse and the physical education coach will attend professional development on BMIs. Action Type: Collaboration Action Type: Professional Development	S. Jordan, Nurse; Jarrett Miles, PE teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Students in grades 4 and 5 will be encouraged to participate in the school basketball program, Intramural Basketball (Scoring High on the	Vivian Washington, Counselor; Jarret Miles, PE teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

Benchmark).				
Action Type: Parental Engagement				
Action Type: Wellness				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andrea Wright		Literacy
Classroom Teacher	Becky Gillespie		Literacy
Classroom Teacher	Beverly Howard		Mathematics
Classroom Teacher	Brenda Stewart		Mathematics
Classroom Teacher	Cheryl Jones		Literacy
Classroom Teacher	Debbie Yu		Literacy
Classroom Teacher	Elizabeth Jackson		Literacy
Classroom Teacher	Erica Mauldin		Literacy
Classroom Teacher	Gail DeWalt		Mathematics
Classroom Teacher	Grinarda Holt		Literacy
Classroom Teacher	Kinsyl Kelly		Literacy
Classroom Teacher	Lorine Diggins		Mathematics
Classroom Teacher	Lyequita Alsup		Mathematics
Classroom Teacher	Lyna Johnson		Mathematics
Classroom Teacher	Mary Sykes		Mathematics
Classroom Teacher	Nicole Anderson		Literacy
Classroom Teacher	Peggy Alexander		Literacy
Classroom Teacher	Shala Simmons		Literacy
Classroom Teacher	Shauna Schod		Literacy
District-Level Professional	Felicia Dotson	Literacy Coordinator	Literacy
Non-Classroom Professional Staff	Claudia Garrigus		Literacy
Non-Classroom Professional Staff	Evelyn Harrison	Literacy Chairperson	Literacy
Non-Classroom Professional Staff	Jarrett Miles		Wellness
Non-Classroom Professional Staff	Kerry Campbell		Mathematics
Non-Classroom Professional Staff	Margaret Nanak		Literacy
Non-Classroom Professional Staff	Octavia Benjamin	Mathematics Chairperson	Mathematics
Non-Classroom Professional Staff	Rebecca Bayird		Mathematics
Non-Classroom Professional Staff	Sharon Jordan		Wellness
Non-Classroom Professional Staff	Vivian Washington		Mathematics
Parent	Joseph Brown		Mathematics
Parent	Tatrisha Moss		Literacy
Principal	Alfred Carroll	ACSIP Chairperson	Mathematics