

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	Stakeholder Group(s)	Role(s)
Jeff Harper	South Side Staff	Principal
Faith Erexson	South Side Staff	Dean of Students
Jessica Carden	South Side Staff	Counselor
Josie Urig	South Side Staff	Preschool Teacher
Tracy Wilhelm	South Side Staff	Kindergarten Teacher
Julie Becker	South Side Staff	2nd Grade Teacher
Melissa Spencer	South Side Staff	3rd Grade Teacher
Jenn Roberts	South Side Staff	4th Grade Teacher
Kim Anderson	South Side Staff	5th Grade Teacher
<p><i>Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.</i></p> <p><i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i></p>		
Committee's Focus: School Culture		
Name	Stakeholder Group(s)	Role(s)
Jeff Harper	Staff	Principal
Josie Urig	Staff	Preschool Teacher
Jessica Carden	Staff	Counselor

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1: Increase the number of students reading on or above their current grade level as indicated by end of year reading level benchmarking in order to meet 70 percent of the cohort or an increase of 5 percent per year.	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
Through data collected in the 2017-18 school year, we found that a significant portion of of students are not reading on grade level. We found the following percentage of students in each grade reading below expected grade level at the end of the school year: First grade: 50% Second grade: 36.5% Third grade: 73.1% Fourth grade: 78.8% Fifth grade: 25% School wide: 48.5%	<i>Having nearly 50% of our students reading below grade level seems to have varying results across our current student cohorts. We found that our third and fourth grade cohorts are the most deficient groups. A simple comparison between these grade levels and the upcoming first and second grade level students reveal that we may have a problem between second and third grade reading instruction.</i>

Review of Focus Area 2

Description of Focus Area 2: All cohort groups will achieve a school conditional growth percentile of 70 or an increase of at least 5 school conditional growth percentile points per year, as indicated by the Student Growth Summary Report generated after end of year NWEA math benchmark testing.

Description of key findings for Focus Area 2 (strength or area for growth) Root causes for key findings from Focus Area 2

Our school conditional growth percentile had varied results last year. With a focus on student growth, we are creating a model of expected growth, not expected RIT score for NWEA. True student growth is shown in the school conditional growth percentile.

2017-18 data:

Grade 3= 79

Grade 4= 10

Grade 5= 63

Grade 6= 88

We found that school conditional growth percentile was the best indicator to display student growth. Last year's grade 4 cohort did not align with any of the other grade levels. This is concerning due to the lack of growth shown. However, this also reveals the need to focus on growth with a consistent indicator such as the school conditional growth percentile in NWEA testing data.

Review of Focus Area 3

Description of Focus Area 3: Reduce the number of major discipline referrals and the number of student days missed due to out of school suspension by 70 percent in year one and 5 percent in each of the following two years.

Description of key findings for Focus Area 3 (strength or area for growth) Root causes for key findings from Focus Area 3

We found that there were a total of 153 student days of out of school suspension, with 56 of these being in 6th grade. We no longer serve 6th grade students in our school, as they are now part of our new corporation middle school. We also had 641 instances of student major discipline referrals to the office.

We believe that the root causes for our discipline data were a lacking consistent school-wide behavior expectation plan along with inconsistent language for each student to understand.

III. Describe the school’s core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school’s core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school’s approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write “not applicable” in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none">1. How will the school maintain a safe and disciplined learning environment for students and teachers?2. How will the school ensure clear expectations are communicated to students?3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>New for the 2018-19 school year our staff are using a newly developed Positive Behavior Interventions and Supports (PBIS) school-wide framework. The purpose of developing a PBIS school-wide framework is to better communicate expectations to students and school stakeholders. The core component of our PBIS framework is our PBIS expectation matrix. This matrix, developed over many months during our previous school year, serves as our visual representation of our school’s behavior expectations. This matrix was developed with clear, simple language and pictures highlighting all of the areas in our school. Every classroom currently has a large poster of our matrix. The PBIS matrix is also displayed in all of our hallways and common areas. Part of our ongoing PBIS planning for implementation includes a PBIS committee that meet frequently. This group is working hard to ensure that our school is promoting expectations through our 3 Bs: Be Respectful, Be Responsible, Be Safe. Every student and teacher are aware of these expectations. The goal of the 3 Bs is to serve as a reminder that every person in our school needs to be respected, responsible, and expected to act safe. Our school’s PBIS matrix and 3 Bs combine to create our multi-pronged approach to support students and their daily behavior. Early behavior interventions are documented in individual classroom binders that track minor behavior infractions. These binders allow for data collection and allow teachers to present student behaviors to members of our Rtl team in order to develop behavior interventions when needed.</p>

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: Our students are being held to higher expectations levels of behavior that will allow for a safe learning environment. The high, consistent behavior expectations in our PBIS plan will allow for teachers to spend more time on reading instruction and less time on managing undesired classroom behaviors.	For Focus Area 1: Our PBIS plan requires a lot of time spent on procedures and recognition of correct behaviors. This time spent could result in lost reading time if a balance is not created in each classroom.
For Focus Area 2: Like focus area 1 above, students will benefit from a better learning environment as a result of the high expectations being created through our current PBIS school wide culture shift.	For Focus Area 2: Again, like focus area 1, teachers will need to maintain a balance in classroom instruction and instruction and modeling of behavior expectations in order to ensure that time is balanced for math instruction.
For Focus Area 3: Instructional time wasted from disciplinary action last year was the catalyst for a major change that resulted in our current PBIS plan for student expected behaviors. We have created a plan that will result in less major discipline across the school population as well as an increase in available instruction time due to the consistent expectations.	For Focus Area 3: The school's plan for fostering a safe learning environment has the potential for lacking consistency. We plan to address this concern through staff professional development and consistent over site of our PBIS behavior expectations.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Our school curriculum adoption process is completed by a committee of many teachers and administrators across the school district. In some cases, pilot programs are started with specific materials prior to adoption for the entire corporation.

Tier I instruction for math is a curriculum called iReady. Every student in grades K-5 has an instruction and practice book along with access to iReady online curriculum with individualized lessons. For reading, we use the Daily 5 reading instruction framework and have RAZ Kids and a variety of printed books for use with reading instruction. Our writing curriculum is embedded in our language arts time alongside Daily 5 instruction. We are using Project Lead the Way for our science curriculum and our social studies curriculum is teacher created and aligned to the standards.

Each teacher has access to a curriculum map that allows for flexibility of instruction based on student needs. The map creates a clear picture of standards that must be taught in each grade level. All of our curriculum pieces are in place because they align with Indiana's academic standards.

Tier 2 and 3 instruction take place both inside and outside of the classroom. We have tools such as iReady online curriculum that address every student's tier 2 needs within the classroom and at home. Our tier 3 math instruction is planned and executed by classroom teachers utilizing small groups outside of direct instruction time for both reading and math. Students in grades K-2 have an opportunity to meet with a reading instructor daily using the Leveled Literacy Intervention program (LLI). In order to qualify for these services, students must be at least two grade levels below the expected benchmark for their current time in school. This tier 3 reading instruction heavily involves parents through the need to practice with materials daily. Our Response to Intervention (RtI) team meets once a month with each grade level to monitor the lowest 10 to 20 percent of each teacher's academic and behavior student groups. During this time we discuss, plan, and communicate with parents regarding what interventions are being used on each child in the RtI process in our school.

Small groups for classrooms are created by using a number of benchmark data collecting programs such as NWEA and its Learning Continuum, iReady, RAZ Kids reading benchmark, and local assessments. These groups are then instructed in specific areas of deficiency as found by one or more of the benchmarking options that teachers have to use with students. Students are also assigned individualized instruction using the online iReady program and Moby Max for reading and math skill development.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: Our school's tier 1 instructional resources allow for teachers to teach students grade level content according	For Focus Area 1: We have many resources for teachers to choose from. This could create a lack of focus or consistency among grade

<p>to the Indiana standards. Our tier 2 and 3 reading resources described above allow for teachers to remediate and enrich each student's individual reading needs in small groups and through the use of technology. Our programs also allow for frequent benchmarks to be conducted to better monitor student reading levels.</p>	<p>level teams if collaboration and planning time are not being used properly. Aiming our LLI reading remediation at grades K-2 should result in long term reading gains in our school. For the immediate future, this plan does not address struggling readers in grade 3-5 for pull out reading remediation.</p>
<p>For Focus Area 2: Our math curriculum resources allow for teachers to teach every Indiana academic standard. We have benchmarks in place for math with NWEA and iReady along with Moby Max as another data collecting program for math. These programs allow for teachers to access multiple data points and to plan according to what data reveals about their students.</p>	<p>For Focus Area 2: Having multiple data points may allow for too much information available and not enough time to use every data point. Every benchmark also takes time out of direct instruction for math to complete.</p>
<p>For Focus Area 3:Our curriculum is increasing the amount of resources available to students at all academic success levels. Building confidence through providing instruction at each student's level will help to promote our PBIS program due to lessened instances of negative classroom behavior among student groups.</p>	<p>For Focus Area 3:Our curriculum resources do not directly impact our PBIS framework. This leads to time being spent on planning for lessons, student recognition, and the use of instructional time to review and highlight expected behaviors frequently.</p>

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Local assessments are conducted three times a year for beginning, middle, and end of year benchmarks in reading, language arts, and math. We use a combination of NWEA, RAZ Kids, and iReady math assessments to complete these benchmarks. All of these assessments are used in conjunction with our current statewide testing expectations of IREAD and ILEARN testing. Our iReady online math curriculum, paired with Moby Max instructional lessons online will allow for teachers to tailor lessons to individual students. NWEA Learning Continuum also allows for teachers to plan small group instruction based on student need. This planning takes place during the collaboration block for teachers. Teachers are provided frequent professional development in all of the programs used for benchmark testing as well as a 45 minute daily collaboration block of protected time that allows for planning and data analysis.

Teachers use a number of other assessments between the BOY, MOY, and EOY testing windows. These include RAZ Kids benchmarks at least every two weeks for students below grade level, iReady math unit assessments and weekly quizzes, and frequent in class checks for acceptable practice of the curriculum being taught.

Ongoing professional development occurs for all of our curriculum pieces, as our school corporation has implemented late start Mondays, allowing for an additional 45 minutes of weekly school-wide professional development.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Our frequent reading assessment allow for teachers to closely monitor student reading levels.	For Focus Area 1: NWEA reading tests do not simply address reading level, but it does address multiple categories for reading instruction that will in turn allow teachers to better meet individual student needs.
For Focus Area 2: Math assessments happen frequently in order for teachers to recognize patterns and trends in student understanding of our math curriculum. BOY, MOY, and EOY testing allows teachers to measure progress over longer periods of time.	For Focus Area 2: The school's assessment plan could allow for student test fatigue. We plan to monitor the overall impact of testing window times and evaluate best practices along the way with adjustments being made where needed.
For Focus Area 3: Our assessment plan will allow for students to have real time feedback regarding their progress in school. This will allow students to make adjustments to personal learning goals and to seek support from their teacher where needed. Quicker feedback should provide students with a positive outlook on their ability to take	For Focus Area 3: Our assessment plan could allow for struggling students to lower their own bar in order to better meet goals if they are not making necessary progress. Teachers will need to develop a plan of action for these struggling performers in order to keep them motivated.

ownership on their learning.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Our staff have had a number of professional development opportunities that allow them to understand best instructional practices. The use of one to one technology for all students makes a positive difference in the ability of teachers to provide engaging, authentic instruction. Technology coupled with the active Daily 5 reading framework and project based Project Lead the Way science curriculum allow teachers to practice planned student engagement activities in all academic content areas.

Cultural boundaries are considered in the planning process of instruction to best meet the needs of our diverse population of students. Using multiple avenues of technology to individualize lessons where applicable is one such method. We also use ILP, IEP, and 504 plans to directly address student needs that may be related to cultural differences for student instruction. Our multiple benchmarking methods allow us to capture student baseline data in order to push students forward by using appropriate depth of knowledge assessments on a formative and summative level frequently. Students are monitored on individual lessons through teacher created assessment, technology driven data collection applications, and benchmark data collected through progress monitoring. Strategies for adjusted instruction are embedded in our curriculum framework. Daily 5 reading framework offers a variety of reading strategies that all of our teachers are familiar with. iReady Math is built around state standards and also has strategies built into the curriculum. Our Project Lead the Way curriculum for science is focused on depth of knowledge levels and includes strategies for student learning and development of ideas through the design process.

Teachers currently use multiple checks for understanding during instruction. Some of the strategies include turn and talk, thumbs up/down, exit tickets, and mini lesson check ups. The given collaboration time daily and weekly collaboration for our school allows us to frequently discuss strategies to check for understanding. Our Rtl meetings, spaced approximately six weeks apart, also allow for instructional strategy discussions. Our school corporation provides a full day EdCamp professional development with a keynote message and multiple breakout sessions for teachers to choose from. The keynote and breakout sessions are mostly focused on best practices in instruction. These systems of reinforcement allow teachers to understand the best methods of instruction that are needed for their diverse learners that require instruction outside of tier 1. Our corporation special education coordinator, school psychologists, and federal programs administrator all serve as valuable resources to teachers serving our special education, high ability, and English language learning populations.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?

In what ways does the school's plan for instruction *not* help the school address its focus areas?

<p>For Focus Area 1: Our plan for instruction in reading will allow us to meet students needs with frequent check ups for every student. Our Title I interventions in grades K-2 will allow for less gaps in reading levels by grade three. Frequent collaboration time will continue to allow teachers to discuss student needs and gather multiple sources of support per student.</p>	<p>For Focus Area 1: Our plan for instruction will not address reading deficiencies with our Title I program for grades 3-5. This is a decision rooted in the need to capture our youngest deficient readers in order to fill their learning gaps before third grade. In the past, servicing students through fourth grade only spread our resources too thin, allowing for many K-2 students to go unserved in the area of pull our reading services.</p>
<p>For Focus Area 2: Our plan to follow data closely for math instruction will allow teachers to remediate efficiently and better meet student needs through the collection of multiple, frequent data points. With a focus on student growth, all levels of performance will be a focus through our student population.</p>	<p>For Focus Area 2: Having multiple data points and the addition of iReady online testing in conjunction with NWEA math testing may result in becoming too data rich and time poor. This should be avoided with iReady's ability to assign students to lessons on their level based on iReady assessment data while allowing teachers to focus on NWEA's Learning Continuum for planning specific remediation lessons for students.</p>
<p>For Focus Area 3: Due to multiple data points for each student, we should see a reduction in negative behaviors that are caused by academic frustration. If students are given more instruction at their appropriate reading level, we feel that there will be less disciplinary action needed in our school.</p>	<p>For Focus Area 3: Being focused on instructional data and creating an urgency to help students to show academic growth has the potential to create stress for teachers that could lead to pushing student too hard toward personal growth.</p>

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

Our diversity within our school culture is rooted in both cultural and socioeconomic status among students. Our school communicates specific student learning needs to instructional

staff through Individual Language Plans for students that have a language barrier. Our federal program coordinator also works closely with our ILP service provider in our school to make sure that students with language barriers are provided opportunities to make growth in their English language proficiency. This growth is measured through annual WIDA testing.

Teachers are also given student ILP plans and strategies to meet individual student needs for language.

South Side's language diversity includes a majority of Spanish speaking students, but in recent years our city's Arabic speaking community has grown. With this population growth, our school has seen a small increase in Arabic speaking students. Both Spanish and Arabic language needs are met with the same methods that include the strategies that teachers learn regarding their ILP population along with continuous support from our federal programs coordinator as needed coupled with our ILP service provider on staff.

Students and staff learn about student cultures through discussions and lessons in class.

Teachers with an ILP population meet specifically to discuss methods and strategies to help increase the cultural competency of their students and themselves. ILP students are currently mainstreamed into general education classrooms and clustered with other students with ILPs in the same grade level. There are no classrooms that are 100% ILP learners in our school.

Community resources are highlighted by our federal programs administrator and our school corporation social worker. These programs include financial resource organizations, mental health facilities, religious institutions, and a food bank to name a few. Our school corporation also has a clothing center called Knight's Kloset for students and families in need of clothing. All teaching staff are aware of these opportunities for our community and understand how to connect families to these services.

Through the use of frequent assessment data collection for all academic subjects, we are able to increase education opportunities and performance for each student subgroup. This frequent data collection coupled with regular teacher collaboration and planning time allow for teachers to create lessons tailored to each specific student's needs, regardless of subgroup identity.

Additional professional development in the area of low socioeconomic status is needed in order to allow staff to have a constant reminder of the importance of meeting student needs that live in poverty. With over 60% of our student population receiving free and reduced lunch, this area will remain a focus.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Understanding our community cultural demands will allow for teachers to understand the many barriers and advantages present in each student's reading life at home.	For Focus Area 1: Our school does not currently address the need to promote student native language development in the area of literacy, but focuses on students becoming more proficient in English language development.
For Focus Area 2: Our understanding of the many cultural differences allows for teachers to address language and at home learning barriers in the area of math and to address	For Focus Area 2: Our math curriculum does not currently support native language learners in their native language.

those gaps during school hours.	
For Focus Area 3: School discipline procedures set expectations for students regardless of cultural differences. Our continued focus on educating students to Be Respectful, Responsible, and Safe apply to all students.	For Focus Area 3: Our school expectations may not address cultural norms present in other cultures regarding social expectations. This will develop over time as needed.

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Continual communication to parents is our number one goal for family engagement. All teachers communicate learning objectives and progress to families via self-selected form of electronic communication. These communication methods are introduced at our back to school open house, parent/teacher conferences, and ongoing throughout the year. Families also have full access to our student management system, Powerschool. This resource allows parents to see student grades in real time as they are recorded by teachers. This continued communication and progress availability to parents allow families to be engaged in the day to day activities of our school. Our school also has multiple social media accounts used to communicate with families.

Our school promotes learning through our back to school open house, parent/teacher conferences, multiple family learning nights, PTO events throughout the year, and constant learning objective communication from classroom teachers. Through all of these avenues, we are promoting literacy as a key component of learning. Each teacher promotes at-home reading differently depending on the student grade level.

Our school provides frequent opportunities to address parents' hope, concerns, and suggestions. This is primarily accomplished through the above-mentioned in person opportunities along with a monthly newsletter reminding parents to respond each month via email or phone to the principal at any time that they have questions or concerns.

All of the above-mentioned methods are used to keep parents apprised of services offered by the school along with another method, our School Messenger system. This is a communication tool used to send immediate messages via email, phone call, and text

messaging for reminders or direct invitations to participate in school programs. Our school has held many professional development opportunities for teachers and other staff to ensure that the necessary cross-cultural skills needed are in place or that teachers are aware of school corporation resources to utilize if needed, such as translators.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Communication of school goals and student learning status will help families to understand not only school-wide goals, but also individual student progress. This will help families to be aware of their student's learning status compared to the school goal and peer norms per grade level. Reading levels and math progress are part of this frequent communication and will allow for focus area 1 and 2 to be addressed at home.</p>	<p>For Focus Area 1: Our school family engagement plan does not currently have a school-wide expectation of family involvement for literacy. Although each teacher has their own literacy promoting plan for their classroom, we do lack a consistent message for all grade level families.</p>
<p>For Focus Area 2: Communication of school goals and student learning status will help families to understand not only school-wide goals, but also individual student progress. This will help families to be aware of their student's learning status compared to the school goal and peer norms per grade level. Reading levels and math progress are part of this frequent communication and will allow for focus area 1 and 2 to be addressed at home.</p>	<p>For Focus Area 2: Our family engagement plan does not address a specific time set aside for parents to learn about our new math curriculum, but rather takes the approach of "ask when you have questions".</p>
<p>For Focus Area 3: Continual communication and multiple tools for informing parents of their student's day to day progress allows for parents to understand their student's standing regarding behavior.</p>	<p>For Focus Area 3: Our family engagement plan does not communicate school-wide student discipline infractions to families. We could do a better job of communicating current school discipline in a general fashion so that parents can better understand our challenges.</p>

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Our school currently provides one to one technology for all students. Grade K-4 have iPads and grade 5 have laptops with a take home opportunity for all students. All curriculum decisions consider the use of technology, as our reading, math, and science curriculums all include major technology components in place to track student learning. Our math and reading curriculums and benchmark testing program, NWEA, all have adaptive components that adjust to current student learning levels in order to provide differentiated lessons to students. Our math and reading curriculum are available at home on student devices. Students are also able to collaborate with peers and teachers outside of class to continue their education outside of school hours.

Our school corporation has invested a great deal in our technology department, lead by a full time technology coordinator. Our coordinator and her team are available within the same day to address tech issues in each building as well as remaining available to discuss current and upcoming technology curriculum pieces and best practices. Each program used for student learning is constantly evaluated by school administration and teaching staff to measure effectiveness. Programs that don't yield desired results are abandoned in a timely manner so student academic outcomes are not impacted negatively. Continued monitoring of student outcomes and consistent progress monitoring of curriculum available online help teachers to adjust lesson planning according to student needs.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Adaptive reading passages on RAZ Kids allow students to have access to self-selected reading content that is on their individual reading level. Beginning, middle, and end of year benchmark assessments in reading are all conducted on student devices to provide teachers with quick feedback on student learning outcomes.</p>	<p>For Focus Area 1: Our technology plan allows for students to self-navigate literacy selections at home. This could allow adults at home to take a hands-off approach on reading.</p>
<p>For Focus Area 2: Adaptive lessons in our math curriculum technology component, iReady, allow student to progress independently of tier 1 classroom instruction. Beginning, middle, and end of year benchmark assessments in math are all conducted on student devices to provide teachers with quick feedback on student learning outcomes.</p>	<p>For Focus Area 2: Our math curriculum and benchmarking program look different for students that must utilize both to show learning outcomes. This could create confusion for some students.</p>
<p>For Focus Area 3: Adaptive programs allow each student to receive remediation at their current level of academic progress. This will allow students to have a number of on-level learning activities to complete during every</p>	<p>For Focus Area 3: Our technology plan is in line with corporation-wide initiatives and our school-wide PBIS plan is a local school plan. So, school corporation decisions will not always have to consider our PBIS plan as a</p>

school day. This on-level learning will help students to avoid feeling frustration while completing learning objectives.	school when making decisions for student technology use.
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Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

Our school corporation has a preschool specialist that represents our special education population of preschoolers. The specialists frequently visits community preschools along with our school psychologist in order to observe students that will be arriving at South Side as Kindergarten students. This allows for frequent communication between the school and our local preschool providers. Through this communication, local preschools understand what our current Kindergarten curriculum and expectations are, allowing them to better prepare students to arrive at school better prepared than students that have not had a preschool learning opportunity. Our school provides Kindergarten round up communication to all community preschools in order to notify parents of the registration process for Kindergarten. During round up, all school personnel that work with Kindergarten are available for information sharing and question answering. During round up, parents schedule a time to come back to the school for a Kindergarten screener in the spring before their child begins Kindergarten. This screener is used to better inform teachers and parents of the student’s current academic level and readiness for Kindergarten. All parents also receive information about Kindergarten curriculum and ideas for ways to ensure that their child has a successful start to Kindergarten.

Gap Analysis: Transition to Elementary School

How will the school’s transition to elementary school supports also help the school address its focus areas?	In what ways does the school’s transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: Communicating curriculum demands and expected level of student achievement prior to entering Kindergarten to parents and preschool providers will allow them to best gauge student readiness to enter Kindergarten.	For Focus Area 1: Parent understanding of reading level and the focus of literacy standards in Kindergarten are not explained to parents prior to preschool.

<p>For Focus Area 2: Communicating curriculum demands and expected level of student achievement prior to entering Kindergarten to parents and preschool providers will allow them to best gauge student readiness to enter Kindergarten.</p>	<p>For Focus Area 2: Parent understanding of math competency and the focus of number sense in Kindergarten are not explained to parents prior to preschool.</p>
<p>For Focus Area 3: Our PBIS expectations are available to parents at Kindergarten round up. This will allow them to have time to prepare their child at home for the expected behavior at school in the fall.</p>	<p>For Focus Area 3: Our plan is specific to our school for PBIS. We do not communicate this to local preschools because each elementary in our corporation have differing student expectations.</p>

IV. Select evidence-based interventions that address the school’s focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>Beginning, middle, and end of year benchmark testing for student literacy instructional levels will inform teachers of the need to provide intervention to students. The use of NWEA testing conducted at the same interval will inform teachers of specific areas of literacy intervention needed for each student.</p> <p>Our Title 1 program, Leveled Literacy Intervention from Fountas and Pinnel will provide Tier 3 instruction to students in grade K-2 that are at least two grade levels below the expected instructional level for their current grade.</p> <p>Students not served in our Title 1 reading intervention programs will gain interventions in the classroom. These include, but are not limited to, small group instruction based on data indicated in the Learning Continuum from NWEA testing, RAZ Kids assigned reading level practice, one to one targeted remediation with a classroom teacher or instructional assistant or both, and assigned lessons on Moby Max reading for their individual academic level. Parents receive detailed reports about student progress in reading after each benchmarking period.</p>
<p>Describe the key findings and root causes, if any, for this focus area that are not sufficiently addressed by these strategies from the core components:</p> <p>All key findings and root causes are address by strategies in the core components.</p>
<p>Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:</p>

All interventions used to address key findings are part of the core components.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Beginning, middle, and end of year benchmark testing for student math progress inform teacher instruction. These benchmarks are conducted in both NWEA and iReady adaptive tests. Student performance on each yield individual learning outcomes as well as highlight areas of need per student.

Teachers are able to address tier 1 instruction per the Indiana Academic Standards per grade level. Students then receive remediation in small group, one to one with a teacher or instructional assistant, and adaptive lessons on iReady and Moby Max math. The Learning Continuum within NWEA indicate student grouping and learning gaps that teachers can address by standard on a small group or individual level during instruction.

Parents receive detailed reports about student progress in math after each benchmarking period.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

All key findings and root causes are addressed by these strategies.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

All evidence-based interventions are address by the abovementioned strategies.

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Our school-wide PBIS expectations and plan allow all teachers to have the same level of behavior expectations for every student. Frequent school-wide promotion of positive behavior through school-wide assemblies, guest speakers, celebrations of positive behavior, parent communication, and ongoing professional development for student behavior expectations for all staff meet our focus area 3 plan. Students that struggle with tier 1 expectations, as described through our PBIS behavior matrix, are given opportunities to improve behavior through one on one conversations with adults, conferences with parents, individual behavior plans created by our FBA/BIP team, and individual behavior tracking.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

Key findings and root causes are all addressed by these strategies.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies

from the core components:
Our interventions are in place based on our key findings and root causes.

V. Design a professional development plan

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Increase teacher knowledge of reading outcome data reports and best practices in increasing student literacy outcomes.	NWEA testing is fairly new for our school and teachers have not developed an operational ability to use the data available in their daily instruction.
2	Increase teacher knowledge of iReady reporting and data use for daily planning.	iReady is new for our school this year and will be used in the coming years as our primary math curriculum.
3	Increase teacher knowledge of proper student behavior expectations and cultural differences that may impact student behavior.	Our PBIS behavior matrix is new this year and teachers have been left to identify their own behavior expectations historically. In order to have a school-wide expectation for behaviors, all staff need to be similarly aligned in their expectations and beliefs about student

		behavior.
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Professional Development Offerings

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Literacy coach available to address individual and grade level needs for instruction.	Two days during the school year with the literacy coach available in person for all teachers, along with ongoing available communication for collaboration purposes.
2	iReady (Curriculum Associates) trainer on site for initial professional development.	Multiple, on-site, collaboration opportunities with our Curriculum Associates representative.
3	PBIS team meetings and staff professional development regarding our PBIS plan.	Multiple whole-staff professional development on appropriate behavior expectations and interventions.

Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Literacy coach	Literacy coach, communication, collaboration time among grade levels and administration
2	Curriculum Associates representative and materials to better navigate the reports and resources available for student learning within the iReady math curriculum.	Ongoing communication and information sharing with our iReady math representative, collaboration time among grade levels along with administration.
3	PBIS framework and our PBIS team.	Ongoing communication, monitoring our PBIS plan, and tracking student data in order to provide specific professional development to grade level specific needs.

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Monitoring completed by administration and teaching staff: Data source will be student progress on end of year reading benchmark progress per cohort.	PD impact will be measured on specific reading strengths indicated through benchmark testing in both RAZ Kids and NWEA testing. The percentage of students reading at or above grade level as well as NWEA outcomes in specific reading categories will allow us to understand how well the professional development met student needs.
2	Monitoring completed by administration and teaching staff: Data source will be student progress as indicated by the NWEA Student Growth Summary Report.	Specific areas of student progress will be measured using both NWEA Learning Continuum data as well as iReady reports for student growth. This will determine how well our professional development focus of learning iReady curriculum and its resources provided a positive outcome for student learning.