

Concord Community Schools



2019-2020

School Improvement Plan

Concord South Side Elementary

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Elkhart, IN 46517

574-875-6565

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Introduction

The ultimate goal of this plan is to support the following Concord Community Schools' Long-Range Strategic Goals:

- To ensure the continuous growth of student academic achievement for all
- To ensure each school exemplifies a safe, secure, and effective teaching and learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure district-wide fiscal responsibility

District's Vision Statement

Concord Community Schools will achieve 90+% results in reading and writing, mastery of state and national standards, and college- and career-readiness.

Planning and Reporting

This plan was prepared with attention to the following details:

O Is this plan congruent and compatible with celebrations and support already in place in the district?

This School Improvement Plan celebrates student achievements through whole school, grade level and individual teacher recognition of students who have met various goals set by teachers as well as goals set by students and displayed throughout the school. Academic achievements in standardized assessments will come with the implementation of research-based instruction, data-driven decision making, and mastery learning tracking. An example from last year would include a total of 10% growth in overall percentage of students who met or exceeded their NWEA growth goal. Quarterly awards programs will be held to honor students achieving recognition in the classroom. The awards include most improved, excellent effort, top growth in reading, personal growth award and writing achievements. Students will also be celebrated for achieving excellence in conjunction with a monthly life skill.

O Does this plan respect diversity by including multiple measures of student achievement?

Multiple measures of student achievement include locally made short-cycle common assessments, assessments from adopted curriculums, discipline data, standardized testing (NWEA/ ISTEP/IREAD) and extended/short walkthrough data. NWEA is administered to grades K-4, IREAD to students in third grade and finally ISTEP to students in third and fourth. Running records in a 1:1 setting are administered at the beginning, middle and end of the year to all students.

- **Is the plan accurate? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?**

A variety of data sources are collected and examined, including anecdotal data collected by teachers within the classroom, as well as, administration while completing teacher observations. SLO Teams, CORE Team, Strategies referrals as well as Title I Reading Interventionist data are also used to further determine necessary areas of student academic supports.

- **Does the plan delineate clear and specific ideas of what is expected and what must be done to help students achieve?**

Each of the goals set clarifies expectations for administration, teacher, student, and parent actions necessary to meet each particular goal.

- **Does the plan allow for both formative and summative feedback for continuous improvement? Are the results expected to be used to make informed decisions?**

Data-driven decision making based on collected mastery data including short-cycle common assessments provide teachers the information needed to differentiate instruction. Regularly scheduled SLO Team meetings and weekly grade level collaboration times will be used to examine student data and determine next steps for all students.

- **Is there universal accountability – not only for students, but also for parents/guardians, teachers, and school administrators?**

The plan incorporates accountability for all stakeholders as noted within each action step making sure all stakeholders are inspecting what is expected in the school. Our Title 1 Parent/Student Compact is shared with families at conferences.

- **Is the plan fair – structured so that everyone knows the rules and applies them consistently?**

South Side supports an emphasis on research-based instruction and data-driven decision making. Quality of application of this plan will be successful because of the commitment to education by all South Side stakeholders.

This school improvement plan was prepared at the start of the 2018-19 school year for the 2018-19 school year and included representation from the following stakeholders:

- School Administration
- School Teachers
- CTA representation of the teacher group was comparable to membership percentage for the building

○ Parents/Community Members (not on staff)

Name	Role
Jennifer Loupee	Principal
Betsy McEachern	Assistant Principal
Rhonda Williams	Teacher
Carrie Miller	Teacher
Heidi Snyder	Teacher
Ellie Hershberger	Teacher
Daleanne Woods	ESL Teacher
Kim Howenstine	Teacher
Kathleen Puckett	Teacher
Amy Marsh	HA Teacher
Jenna Prah	Teacher
Carrie Repaich	Reading Interventionist
Kellie Wheeler	Teacher
Jineane McCraner	Teacher
Jana Rowland	Teacher

School Information

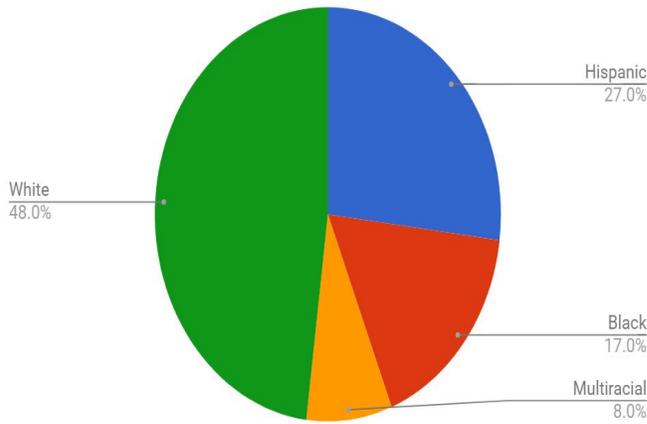
South Side Elementary School, is one of four elementary schools within Concord Community Schools (CCS). CCS is located in an urban area just south of Elkhart, Indiana. South Side Elementary School is a K-4 Title I building serving approximately 420 students. South Side’s goals focus on meeting the social and emotional needs along with the academic needs of each student. Each school goal is developed and individualized through data-driven decision making and met through research-based instructional and behavioral practices. In addition to the research-based instructional focus, South Side utilizes the Positive Behavior Interventions and Support (PBIS) program and Second Step to build a learning community that allows students to be successful.

Mission Statement

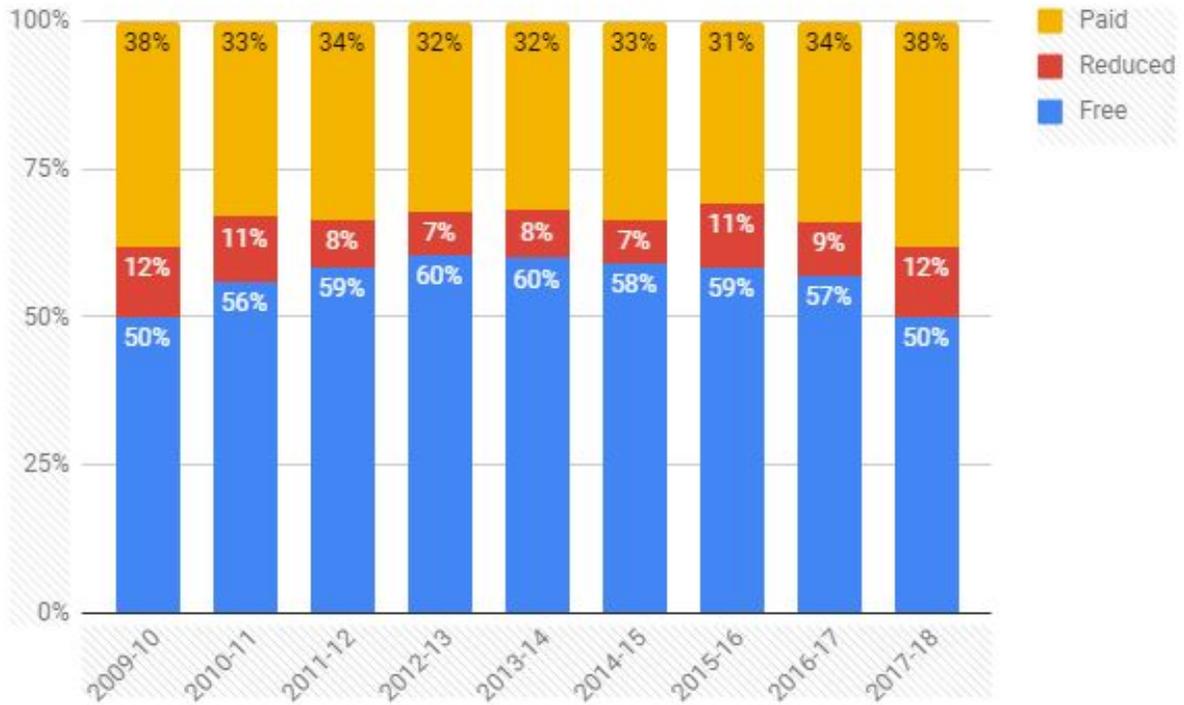
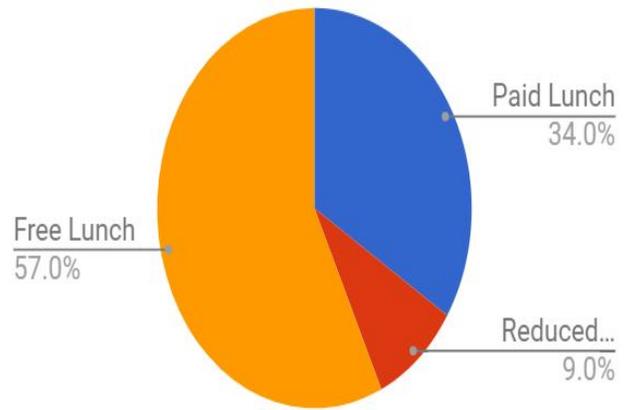
Preparing All Students For Success

Demographic Profile Report-SS

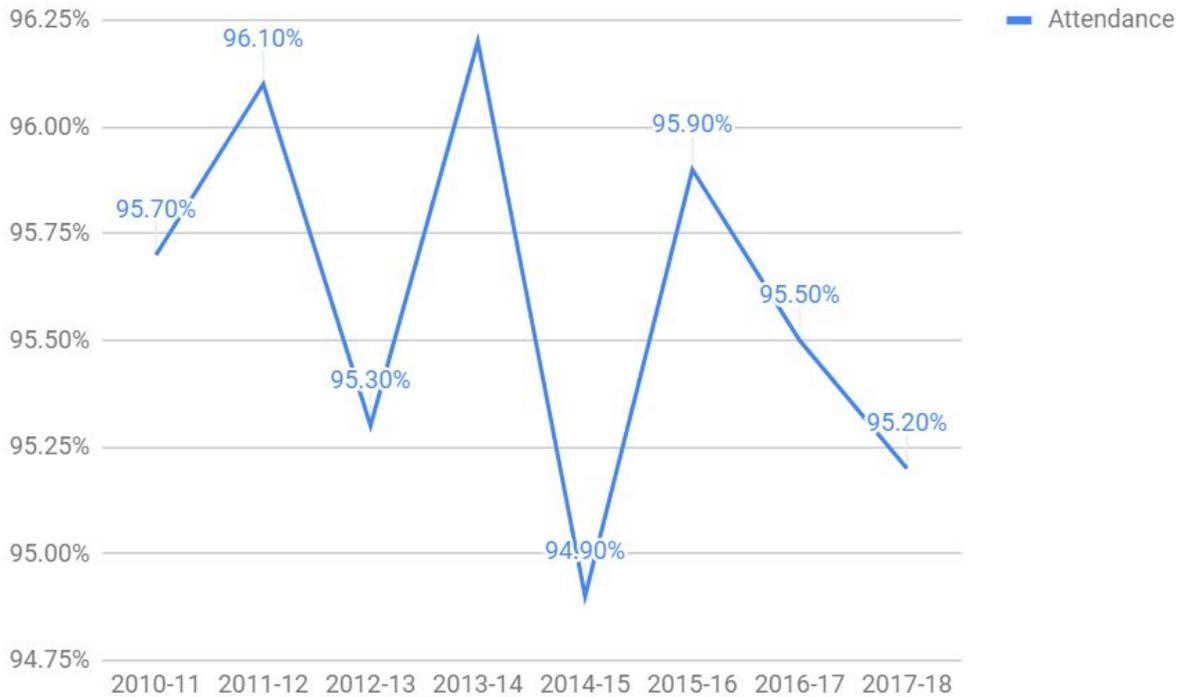
Ethnicity



Poverty



Attendance



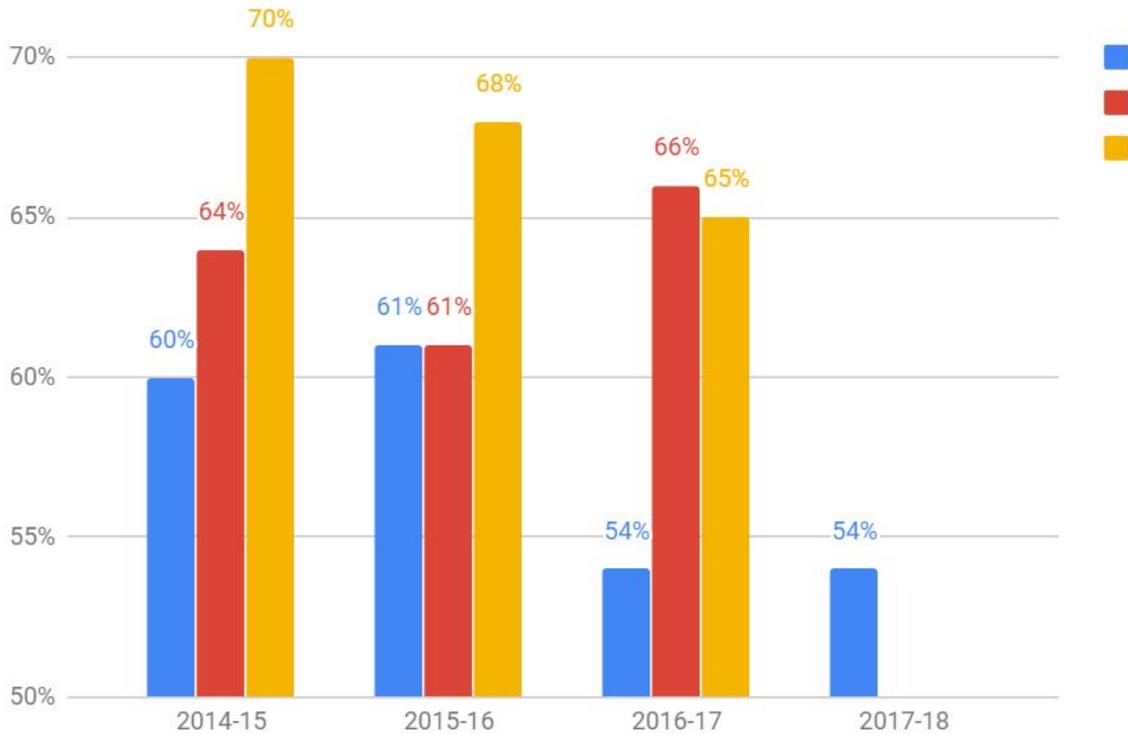
School Grade History

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Academic Watch		F	B	C	D	D*	C	C	C

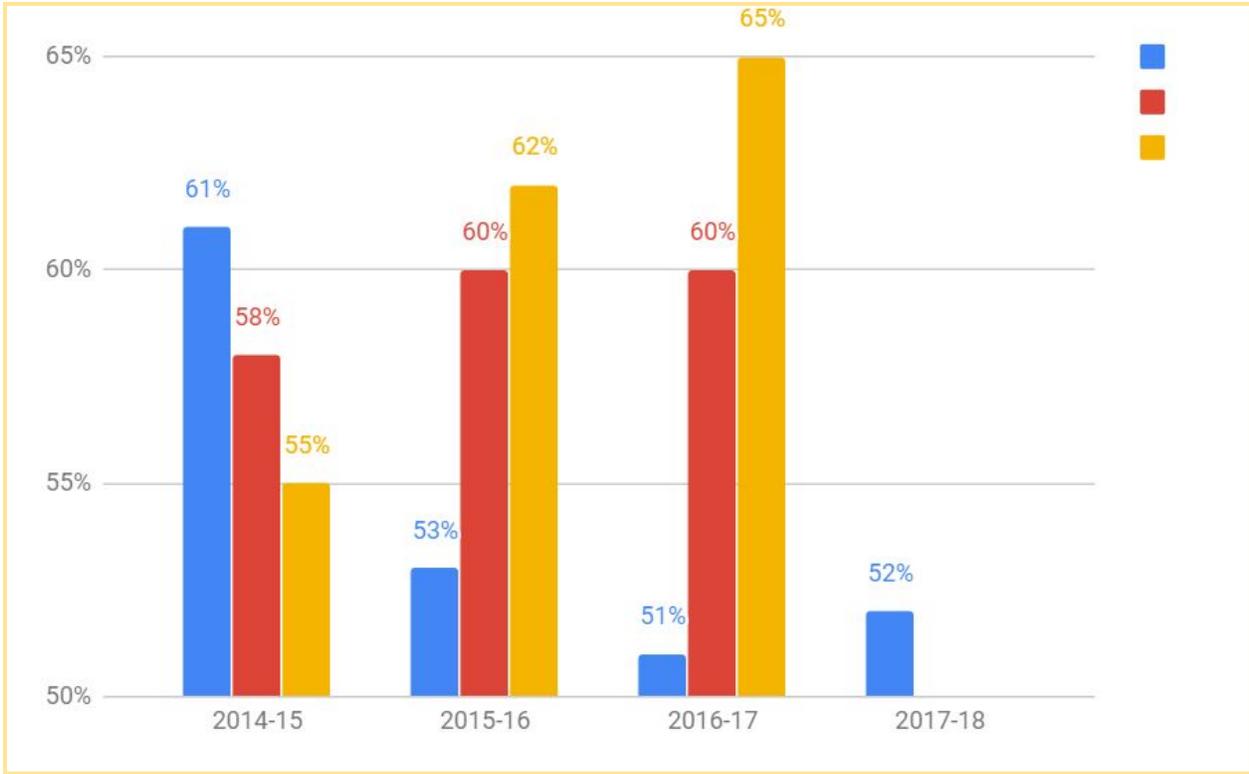
Performance Data

ISTEP Performance Data - The ISTEP comparison data starts with the implementation of the more rigorous college-and-career ready standards assessed through this statewide measurement tool for the 2017-18 ISTEP test. On the fourth grade math and language arts ISTEP test, South Side saw a decline in E/LA scores but an increase in math scores. For the 2017-18 school year, there was a 1% increase in fourth grade math scores and a 1% decline in fourth grade ELA scores. However, there was a 7% growth in fourth grade math scores and ELA scores remained the same for fourth grade in comparison to their 2016-17 third grade ISTEP scores.

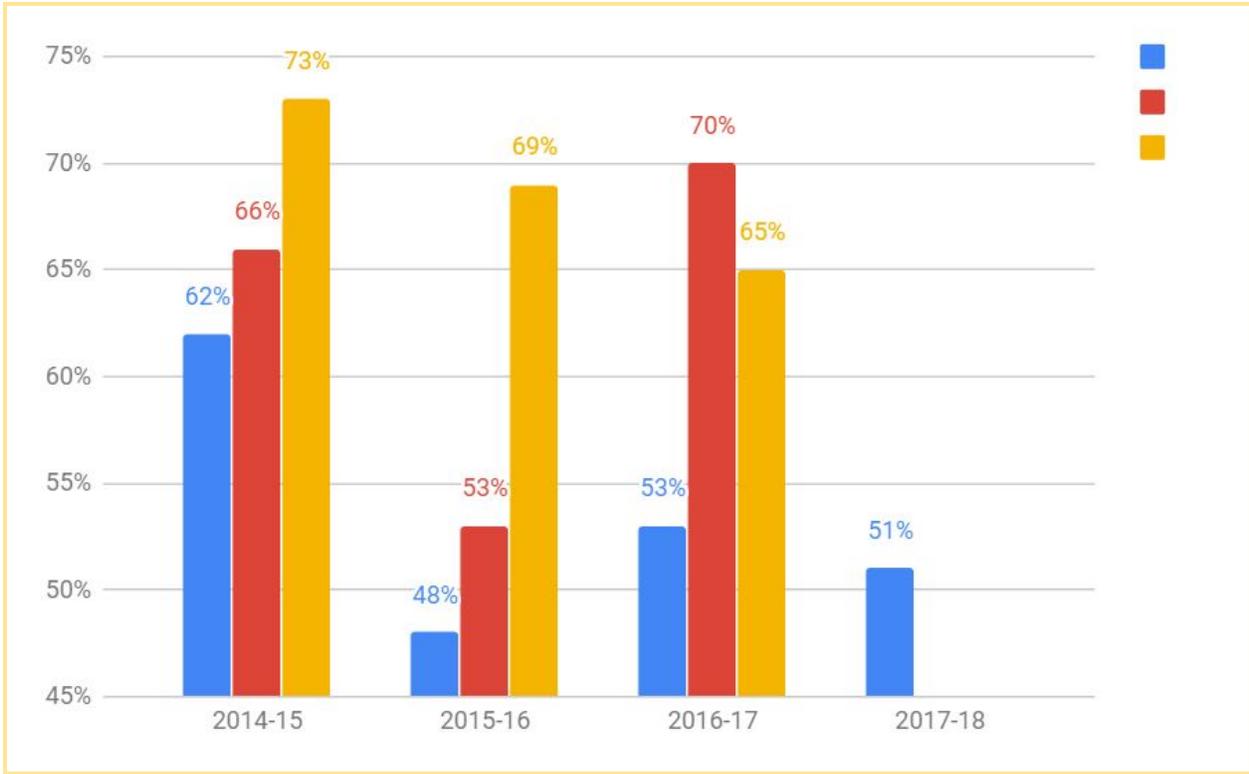
ILEARN Performance Data -



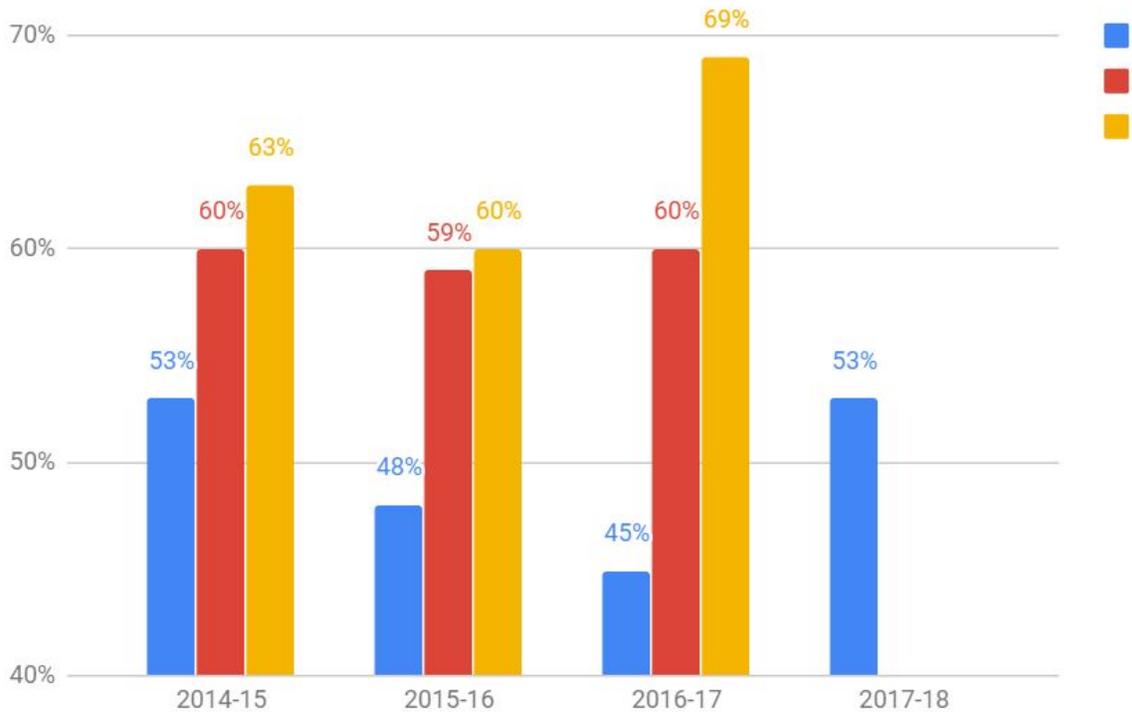
4th Grade ELA ISTEP Data



4th Grade Math ISTEP Data



3rd Grade ELA ISTEP Data



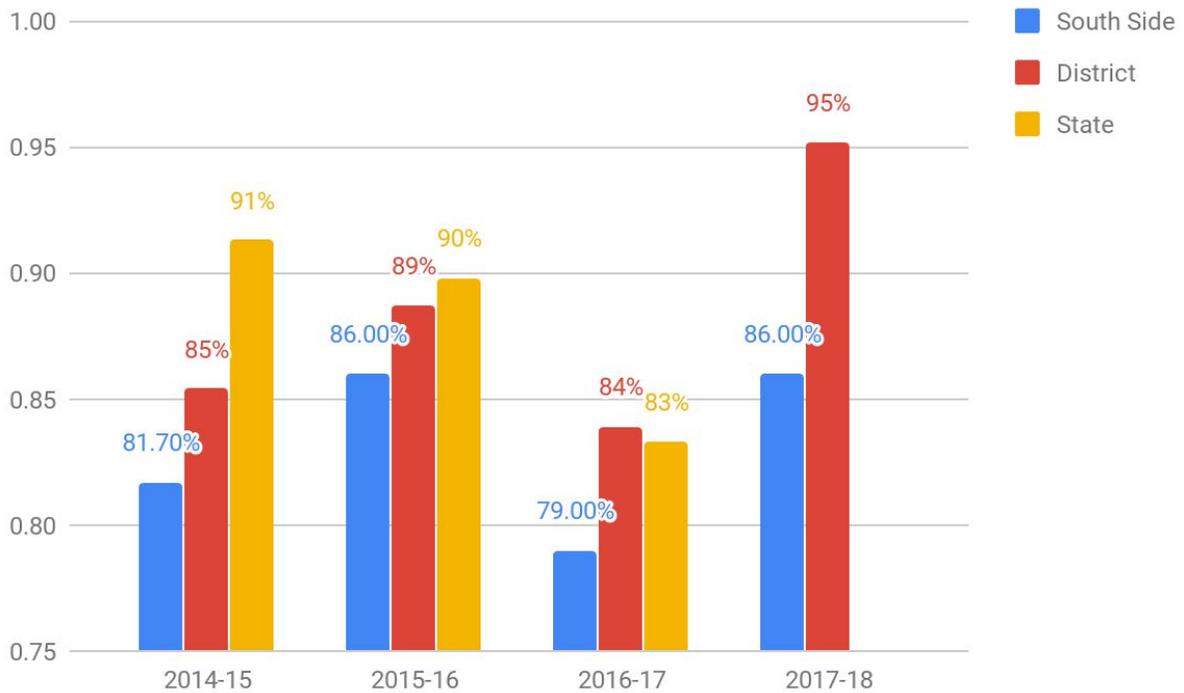
3rd Grade Math ISTEP Data

IREAD 3 Performance Data –

2017-18 IREAD 3 scores increased by 7% from the previous school year. Out of the 87 students who participated in the test, seventeen students did not pass. Of those seventeen students, 8 are a part of our special education multi-categorical class. This class serves the entire district’s K-4 elementary buildings for students with mild to moderate cognitive-needs. South Side did have eight students who achieved a perfect score on the IREAD 3 assessment.

2018-19 IREAD 3 scores increased by 20.16% from 2018 to 2019. Out of the 89 students who participated in the test, 27 did not pass the initial assessment in March. We had IREAD club after school twice a week for those students to practice comprehension, fluency, phonics and vocabulary. Of the 27 students, 9 of them passed when they were given the assessment in June. Of the remaining 18, 13 of the students were a part of our special education program and ESL program. The remaining 5 students, 3 who missed the passing score by 10 or less points, will move to 4th grade and will receive Title 1 services from our Reading Interventionist. They will retake the IREAD assessment in March 2020.

IREAD-3	2016 Final %	2017 Final %	2018 Final %	2019 Final %
South Side	85.70%	75.30%	73.26%	93.42%



IREAD 3 DATA

2017-18 SCHOOL-WIDE NWEA PERFORMANCE DATA

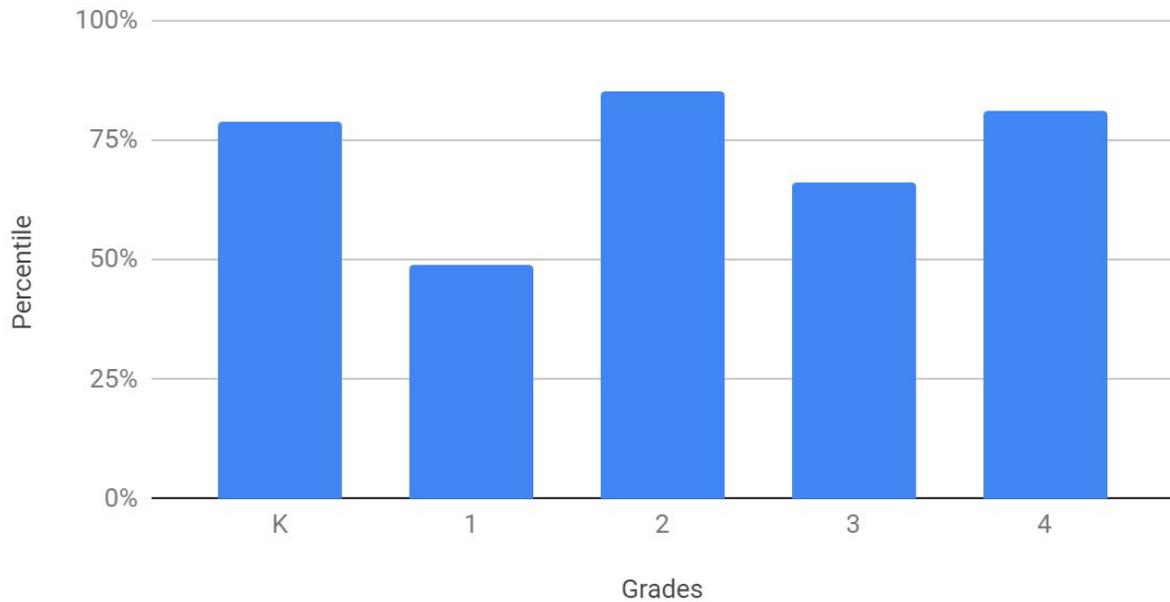
EOY 2018					Growth from BOY to EOY		
Reading	South Side(Fall)	South Side(Spring)	Nation (Fall)	Nation (Spring)	Reading	South Side	Nation
K	138.6	156	141	158.1	0	17.4	17.1
1	155.4	173.6	160.7	177.5	1	18.2	16.8
2	175.9	190.6	174.7	188.7	2	14.7	14
3	184	193	188.3	198.6	3	9	10.3
4	191.1	200.8	198.2	205.9	4	9.7	7.7
Math	South Side(Fall)	South Side(Spring)	Nation (Fall)	Nation (Spring)	Math	South Side	Nation
K	133.6	156.5	140	159.1	0	22.9	19.1
1	156	176.4	162.4	180.8	1	20.4	18.4
2	176.9	193.5	176.9	192.1	2	16.6	15.2
3	185.8	199.8	190.4	203.4	3	14	13
4	196.8	209.4	201.9	213.5	4	12.6	11.6

17-18 NWEA data above shows our RIT comparison to the nation and growth as a grade level in comparison to the nation. RIT Score Comparison show that students at South Side are below the nation in all grades for reading in the Spring except second grade was slightly above. RIT Score comparison for math show that we are below the nation in all grades at the end of the year except second grade was slightly above.

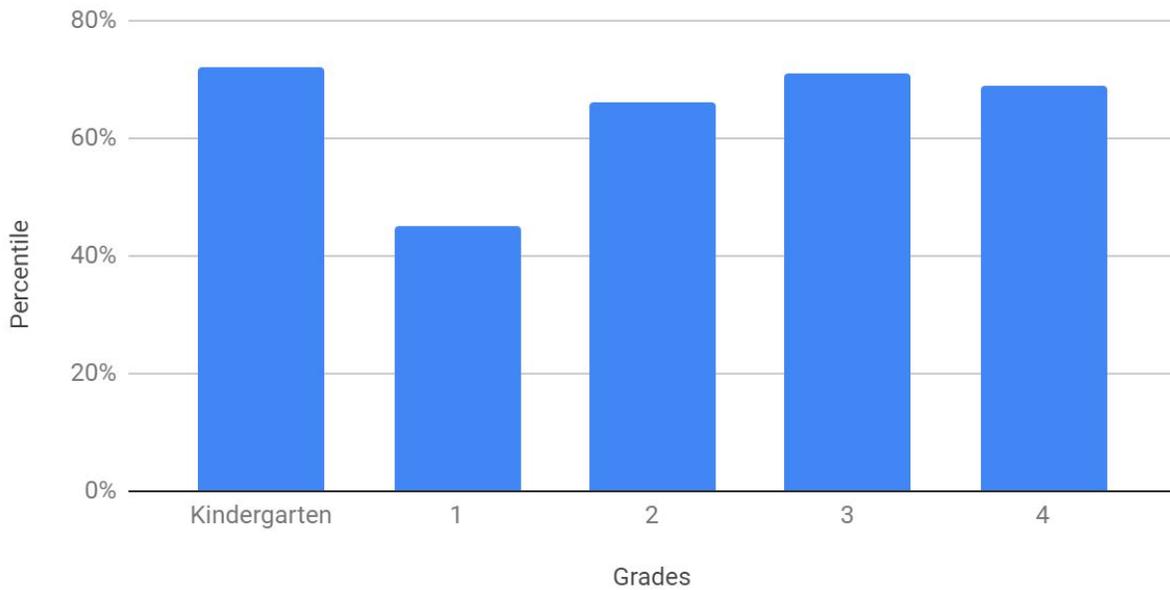
NWEA growth scores show that South Side was above the nation in reading growth in all grades except third grade which was slightly below the national growth average. South Side showed growth above nations average in math in all grades, K-4.

19-20 NWEA data shows that all grade levels with the exception of 1st grade have percentage of students meeting or exceeding their growth goal of higher than 50% in reading. In the Spring of 2019, 72% of our Kindergarten students, 85% of our second grade students, 66% of our third grade students, and 81% of our fourth graders. Our first grade shows 49% of our students met or exceeded their growth goal.

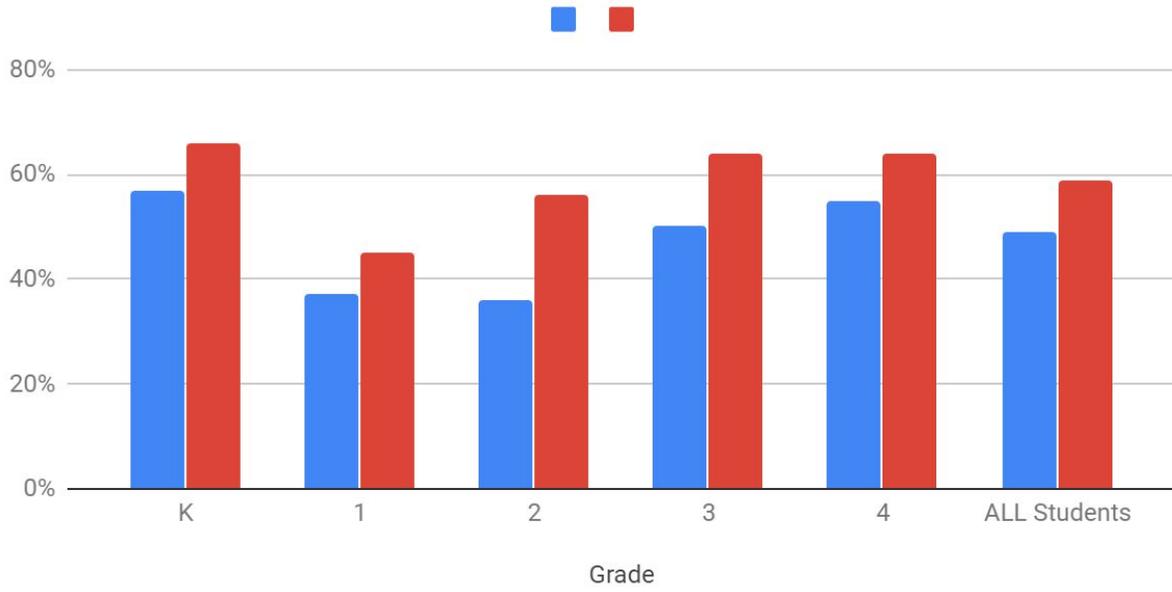
Fall 18 to Spring 19 % of Students Met or Exceeded NWEA Growth Goal for READING



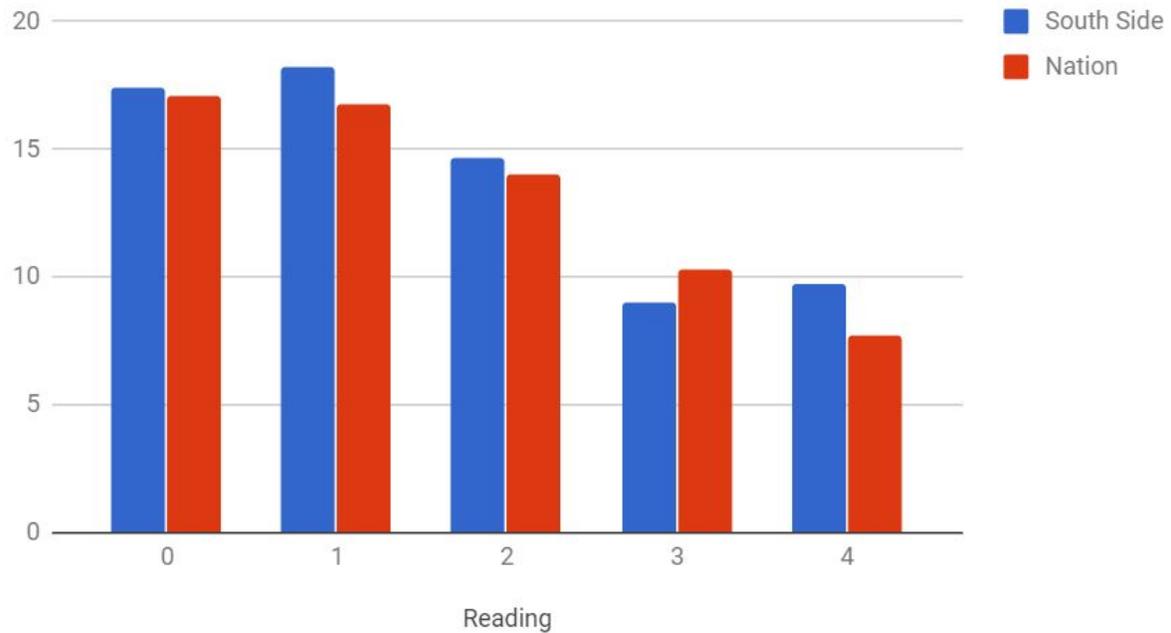
Fall 18 to Spring 19 % of Student Met or Exceeded NWEA Growth Goal for MATH



Read BOY Fall and Read EOY



South Side and Nation - RIT Growth - Reading



Comprehensive Needs Assessment & Root Cause Analysis

An analysis of the data included in the School Improvement Plan identifies a consistent trend of students performing below grade level in both reading and math. In reviewing the specific ISTEP content areas and academic standards where third and fourth grade students performed poorly, it shows over half of students struggle with number sense, computation, algebraic thinking and data analysis, geometry and measurement as well as mathematical process. The struggle with these content areas and academic standards is shared throughout all grade levels at South Side. The root cause behind the mathematical struggles of our students centers around the lack of math fluency of students at South Side. In order for students to perform at grade level, they must be able to immediately recall math facts in order to apply their knowledge to problems requiring strategic thinking and extended thinking. Until students are successfully able to immediately recall math facts, they will struggle with mathematical process standards that force higher order thinking. South Side must continue to improve implementation of the Everyday Math curriculum, including a daily math review that is standards based, focus lesson, and direct shared and independent application of the focus lesson. Beyond that, teachers will include daily math fluency practice using flashcards and math games. Extra Math will be used to assess students on number facts in order to build automaticity.

An analysis of ELA data also shows a deficiency in ELA standards as well as the number of students performing on grade level. Like math, ISTEP weaknesses reveal struggles that relate to the entire building not just third and fourth grade. Based on the 2016-17 ELA ISTEP data, nearly one in every two students did not show mastery on the following academic standards: Literature and Vocabulary; Nonfiction, Vocabulary, and Media Literacy; Genres, Writing Process, Research Process; and Writing

Conventions of Standard English. This data shows a need for South Side to implement a school-wide system of dissecting reading material through close examination as well as an evidence-based model to respond to reading with textual evidence. All grades will implement Close Reading which will be used to examine all texts and support students in responding to questions.

Another area of weakness indirectly reflected in the academic and demographic data is the need for a social-emotional learning system. The successful implementation of a social-emotional learning system will allow students the opportunity to regulate emotions, so they are afforded the opportunity to be successful in the classroom. At South Side, over 62% of students come from poverty. Research consistently outlines the deficiencies poverty impacts including vocabulary development, which when limited, significantly hinders the academic success of a student. Consequently, only 38% of kindergarten students from the 2018-19 school year attended a pre-kindergarten program. The lack of exposure to academics and social-emotional skills prior to attending South Side is directly connected to the school's high poverty rate.

Finally, in conjunction with the need for a social-emotional learning system, South Side's high poverty data reflects a need to develop a culture of support for parents in our school community. Parents need a school who provides them with academic and social-emotional tools to support learning for their child at home. Triple P Parent Nights will be implemented this year in the Fall and in the Spring. In order for summative and formative assessment data to improve, parents need to continually receive support and guidance from South Side educators to help continue learning in the home.

Goal 1: Using Research-Based Instruction to Increase the Number of Students Reading At or Above Grade Level

Building-Level Problem of Practice (POP)

NWEA assessment data shows that in the Fall of 2018, 49% of our students are reading on grade level according to the district's expectation is at least 90% of students performing at or above grade level in reading by 2022. In the Spring of 2019, 59% of our students were performing at or above grade level according to NWEA assessment data. Although we missed our building goal, our students grew 10% from Fall 18 to Spring 19. Our teachers will continue to use NWEA data to drive instruction, have student data talks, use close reading, text annotation and argumentative writing practices daily to support students growth in E/LA.

SMART Goal

At the end of the 2018-19 school year, **70%** of students will be reading at or above grade level based on NWEA assessment data.

Theory(ies) of Action

A focus on close reading, academic vocabulary, and daily implementation of K-2 Foundations early literacy learning from the Wilson program in conjunction with the implementation of district curriculum maps and common assessments, will lead to an increase of students reading at or above grade level measured by NWEA.

Daily implementation of researched-based instructional strategies will occur in all classrooms:

1. Standards-based learning objectives posted for reading and math blocks measured by daily administrative walkthroughs.
2. Rigorous instruction with high level depth of knowledge performance tasks during reading block. Measured by administrative walkthroughs, observations, and artifact collection.
3. Reading block instruction focused on priority standards as identified by the IDOE and outlined on district curriculum maps. Mandatory implementation measured by administrative walkthroughs and observations.
4. Focus on strategies necessary to increase student background knowledge and academic vocabulary. Measured by administrative walkthroughs, observations, and artifact collection.
5. Application of close reading strategies during both math and reading block. Measured by administrative walkthroughs, observations, and artifact collection.
6. Daily implementation of in K-2 of Foundations early literacy program. Measured by administrative walkthroughs, observations, and artifact collection.
7. Reading Fluency implementation daily in grades 2-4 grades. Sight word fluency will be implemented daily in grades K-1.
8. Implementation of short-cycle common assessments per district curriculum maps. Re-teaching of standards based on assessment data. Tracking bi-weekly checks for understanding in reading and math. Tracking monthly common assessment data in reading and math. Measured by administrative walkthroughs, observations, artifact and data tracking collection.

Student Group

All students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
A focus on close reading, academic vocabulary, and daily implementation of K-2 Foundations early literacy learning from the Wilson program in conjunction with implementation of	Daily implementation to increase the percentage of students reading on grade level will include: posting of learning objectives, K-2 Foundations instruction, rigorous DOK instruction, close reading strategies, academic vocabulary	At the end of the 2018-19 school year, 70% of students will be reading at or above grade level based on their NWEA assessment data	<ul style="list-style-type: none"> ● NWEA ● Running Records ● ISTEP ● IREAD ● Walkthroughs ● Extended Observations ● Individual Teacher Data-Tracking of Mastery Learning

<p>district curriculum maps and common assessments, will lead to an increase of students reading at or above grade level measured by NWEA.</p>	<p>instruction, implementation of district’s curriculum map and common assessments as well as reteaching of standards based on common assessment data.</p>		<ul style="list-style-type: none"> ● Short-cycle common assessments ● Fluency Tracking
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Goal 2: Using Research-Based Instruction to Increase the Number of Students Mastering State and National Standards

Building-Level Problem of Practice (POP)

ISTEP data from the 2017-18 school year shows fourth grade ELA results at 54% and fourth grade math results at 51%. Third grade results for ELA at 51% and third grade math results at 53%. The third grade results for IREAD3 are at a passing rate of 86%. NWEA fall data for the 2018-19 school year in grades 2-4 shows 47% of students are performing at or above grade level in reading and at 42.5% in math. The district’s expectation is at least 90% of students master state and national standards measured by standardized assessments by 2022. *Percentages listed below account for growth goals set to achieve 90% by the end of the 2022 school year.*

ILEARN data from the 2018-19 school year shows fourth grade ELA results at 37% and fourth grade math results at 45.7%. Third grade results for ELA at 32.5% and fourth grade math at 55.8%. NWEA fall data for the 19-20 school year in grades 2-4 shows that 46% of 2nd graders, 52% of 3rd graders and 58% of 4th graders are performing at or above grade level in reading. NWEA fall data for the 19-20 school year in grades 2-4 shows that 30% of 2nd graders, 59% of third graders, and 60% of 4th graders are performing at or above grade level in math . The district’s expectation is at least 90% of students master state and national standards measured by standardized assessments by 2022. We are below the expectation in both reading and math. *Percentages listed below account for growth goals set to achieve 90% by the end of the 2022 school year.* Our goals for 19-20 school year reflect a 17.5% increase in 3rd grade ELA and 6.2% increase in Math as measured by ILEARN assessment. Our goals for 19-20 school year reflect a 15% increase in 4th grade ELA and 19.3% increase in math.

SMART Goal

At the end of the 2018-19 school year, 50% of third grade students will pass the ELA portion of ISTEP with 60% of third grade students passing the math portion of ILEARN.

At the end of the 2018-19 school year, 52% of fourth grade students will pass the ELA portion of ISTEP with 65% of fourth grade students passing the math portion of ILEARN.

Theory(ies) of Action

A focus on close reading, academic vocabulary, document-based/argument writing, math fluency/mastery of critical math standards in conjunction with the implementation of district curriculum maps and common assessments, will lead to an increase of students achieving mastery of state and national standards as measured by standardized assessments.

Daily implementation of researched-based instructional strategies will occur in all classrooms:

1. Standards-based learning objectives posted for reading and math blocks measured by daily administrative walkthroughs.
2. Rigorous instruction with high level depth of knowledge performance tasks during reading block and math blocks. Measured by administrative walkthroughs, observations, and artifact collection.
3. Reading block and math block instruction focused on priority standards as identified by the IDOE and outlined on district curriculum maps. Mandatory implementation measured by administrative walkthroughs and observations.
4. Focus on mastery of critical math standards including math fluency. Measured by administrative walkthroughs, observations, artifact collection and student's tracking their own fluency data.
5. Implementation of document-based writing/argument writing including use of textual evidence to support reasoning. Measured by administrative walkthroughs, observations, and artifact collection.
6. Focus on strategies necessary to increase student background knowledge and academic vocabulary. Measured by administrative walkthroughs, observations, and artifact collection.
7. Application of close reading strategies during both math and reading block. Measured by administrative walkthroughs, observations, and artifact collection.
8. Implementation of short-cycle common assessments per district curriculum maps. Re-teaching of standards based on assessment data. This is done by grouping students during our Success time. Tracking bi-weekly checks for understanding in reading and math. Tracking monthly common assessment data in reading and math. Measured by administrative walkthroughs, observations, artifact and data tracking collection.

Student Group

All students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
A focus on close reading, academic vocabulary, document-based/argument writing, math fluency/mastery of critical math standards in conjunction with the implementation of district curriculum maps and common assessments, will lead to an increase of students achieving mastery of state and national standards as measured by standardized assessments.	Daily implementation to increase the percentage of students mastering state and national standards will include: posting of learning objectives, rigorous DOK instruction, close reading strategies, mastery of critical math standards and math fluency, academic vocabulary instruction, implementation of document-based writing/argument writing, implementation of district’s curriculum map and common assessments as well as reteaching of standards based on common assessment data.	At the end of the 2019-20 school year, 50% of third grade students will pass the ELA portion of ILEARN with 60% of third grade students passing the math portion of ILEARN. At the end of the 2019-20 school year, 52% of fourth grade students will pass the ELA portion of ISTEP with 65% of fourth grade students passing the math portion of ISTEP.	<ul style="list-style-type: none"> ● NWEA ● Running Records ● ISTEP ● IREAD ● Walkthroughs ● Extended Observations ● Individual Teacher Data-Tracking of Mastery Learning ● Short-cycle common assessments ● Fluency tracking assessment ● Xtra Math Math fluency tracking

Goal 3: Focus on Tier 1 Interventions to Protect the Learning Environment

Building-Level Problem of Practice (POP)

With a 66% poverty rate, a significant number of students come to school with a need for development of their social-emotional skills. Students of poverty often lack skills in listening, empathy, emotional management and problem solving. Students also often lack the procedural skills necessary to be successful in an academic setting.

SMART Goal

At the end of the 2018-19 school year, 90% of students will require only Tier 1 and Tier 2 behavior interventions based on triangulated discipline measures: CICO, referral, and suspension data.

In the Fall of 2019, 7% of our students (25) require Tier 2 and or Tier 3 behavior interventions.

Theory(ies) of Action

South Side will implement the Second Step social-emotional curriculum during the allotted daily class meeting time. Staff will also teach, re-teach, and model for students three school-wide behavior expectations: choose to be responsible, stay safe, and show respect. In addition, every month one life skill will be introduced, taught, and rewarded based on acquisition of the essential components of that month's life/soft skill. Students with high-need behaviors will receive Tier 2 interventions to support individual learning needs as steps are taken minimize movement to Tier 3 placement.

- South Side's Positive Behavior Interventions and Support (PBIS) Team will model for all staff how to teach and re-teach students the three school-wide behavior expectations.
- All teachers will post the three school-wide behavior expectations with a list of positive example behaviors in their classrooms.
- All staff, certified and classified, will use common PBIS language with students regarding behavior expectations.
- South Side will post positive behavior expectations in high-frequency areas such as restrooms, cafeteria, hallways, and playground.
- Each month, our librarian will introduce and teach one life skill to students while focusing on real life application of each soft skill. The skills include: teamwork, optimism, gratitude, self-control, grit, social intelligence, bravery, zest, and curiosity.
- Students who exhibit the positive school-wide behavior expectations will be awarded Blue Tickets to be submitted during a weekly reward drawing or spent in the school's monthly PBIS store. Collection of the Blue Tickets will also be used to earn all-school rewards.
- The Tier 2 PBIS team will continue to implement a Check-In/Check-Out (CICO) system that will pair students exhibiting difficult behaviors with a mentor staff member and or Peer Mentor. Tier 2 students will meet daily with their mentor to discuss the day's progress and positive behavior improvements/interventions to improve the school's learning environment.
- Students referred to Tier 3 by the South Side PBIS team based on CICO data, academic data, and behavior referrals may be transferred into South Side's REACH classroom (Tier 2 intervention). This classroom's focus will be on self-regulation, pro-social skills along with research-based academic and behavioral interventions.
- Our Social Worker is working directly with K-1 to teach Zones of Regulations and after lessons and will spend additional time with Small groups of students.
- Life Skills and Academic Awards given for each quarter

Student Group

All students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<p>South Side will implement the Second Step social-emotional curriculum during the allotted daily class meeting time. Staff will also teach, re-teach, and model for students three school-wide behavior expectations: choose to be responsible, stay safe, and show respect. In addition, every month one life skill will be introduced, taught, and rewarded based on acquisition of the essential components of that month's life/soft skill. Students with high-need behaviors will receive Tier 2 interventions to support individual learning needs.</p>	<p>Students will learn and exhibit positive school-wide behavior expectations, social-emotional skills, and life skills. Student unable to mastery the necessary behavior skills will be referred to the Tier 3 classroom placement.</p>	<p>At the end of the 2019-20 school year, 90% of students will require only Tier 1 and behavior interventions based on triangulated discipline measures: CICO data, referral data, and suspension data.</p>	<ul style="list-style-type: none"> ● Referral data ● CICO data ● Suspension data ● SWIS – PBIS Behavior Tracking System ● CORE Referrals ● Strategies Referrals ● School's Behavior Consultant Observations and Referrals

Goal 4: Welcoming Learning Environment While Building a School-Parent Partnership

Building-Level Problem of Practice (POP)

Parents are eager to support the learning needs of their students, but need assistance in developing tools and resources to transfer the learning taking place at school to the learning that can take place at home.

SMART Goal

South Side will host three Family Night events where parents will join their student in learning stations focused on math, literacy, art, and physical fitness. Welcom Back summer books in the community in July.

These family nights will show the adults in the students' lives how to apply learning at school to everyday life at home. Our nights will include, Parent Tech Night, Donuts with Santa-Rise and Roll Fundraiser, BINGO Math and Game Night, IREAD3 Parent Night, PBIS Parent Committee, Triple Parenting Nights (one Fall one Spring).

Theory(ies) of Action

- The South Side Parent Involvement Committee will organize and host at least three evening family nights focused on math, literacy, art, and physical fitness. Each event will be focused on a theme and application strategies that allow both parents and students to apply school learning to home learning.
- During these evening events, teachers will work on building relationships with parents and welcoming the community into the school's learning environment.
- Attendance will be taken at the family nights and the committee will reflect on ways to welcome even more parents in the school including the possibility of providing transportation to/from these events.
- Each family night will include a free food for all South Side students and their families.
- Parents Grade Level Nights- Inviting families in to participate in their child's classroom.
- South Side Out & About Team- Community nights with reading, games and academic support for students in the community.

Student Group

All Students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
South Side staff will welcome parents into the building through at least three evening events that teach students’ parents how to support the learning in school to the learning in the home. South Side staff will host three nights in the community to help support homework and play academic games with students and families.	Staff and parents will build positive relationships that encourage attendance to school events and support parental involvement in student learning.	Staff will develop enticing themed family nights around literacy, math, physical fitness, and art to teach parents how to support their child’s learning at home. Students will gain understanding of ways learning at school transfers to learning at home.	<ul style="list-style-type: none"> ● Title I Family Night Attendance Log ● Family Night Attendance Logs ● Family Night Stations/Activities ● Attendance at Parent-Teacher Conferences

Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Research-Based Instructional Practices	Administration and lead teachers will teach and model the following research-based instructional practices: Standards-based learning objectives Rigorous instruction - Depth of knowledge Focus on priority standards as identified by the IDOE	All Certified Staff	All Year

	<p>Implementation of curriculum maps and short-cycle assessments</p> <p>Building academic vocabulary</p> <p>Increase student background knowledge</p> <p>Application of close reading methods</p> <p>Implementation of document-based writing and argument performance tasks</p> <p>Mastery of critical math standards/math fluency</p>		
Mastery Learning	<p>Administration will model for teachers' methods to collect mastery learning data and will provide collaboration time to analyze data. Administration and lead teachers will model for staff how to differentiate instruction for re-teaching purposes based on mastery learning data.</p>	All Certified Staff	All Year
NWEA	<p>Administration and lead teachers will model for teachers how to interpret formative assessment reports in order to impact instruction.</p>	All Certified Staff	All Year
PBIS	<p>South Side's PBIS Team, will teach and model for staff how to hold students accountable for the three school-wide behavior expectations: choose to be responsible, stay safe, and show respect. The team will also provide monthly updates modeling ways to deal with challenging student behavior.</p>	Certified and Classified Staff	All Year
Second Step	<p>All teachers will implement the Second Step curriculum on at least a weekly basis. Mandatory implementation will take place during the allotted daily class meeting time. All building staff will wear Second Step's common language card that unifies the building in the words used with a student during a time of behavioral need.</p>	Certified and Classified Staff	All Year

Technology Infusion

With the transition into a technology rich world, South Side continues to implement technological tools to engage students in learning and to increase student achievement. Interactive whiteboards are now in all classrooms and utilized daily by teachers to enhance the student learning experiences. Each Kindergarten classroom has six ipads for use during reading and math. All first grade students have ipads and students in grades 2-4 have a chromebook or laptop. Technology is used in all classrooms to enhance and support learning in reading, math and writing.

Students	Staff	Parents
IPads and computers in all classrooms for student use	Interactive whiteboards	Powerschool for student grades, attendance, discipline
Interactive Whiteboards	Teacher computers and iPads	Electronic media including Twitter, Instagram, Facebook
Laptop Carts	Google Apps for Education with school and district support	Parent and teacher communication tools including Class Dojo, Remind, and School Messenger, See S

Parent Participation

South Side regularly communicates with parents through mediums including School Messenger, monthly newsletters sent by administration, weekly newsletters sent by some teachers as well as messages communicated through Dojo, See Saw, Twitter, Facebook, and Instagram. The Parent Involvement Committee also organizes at least three parent events in the evening focused on teaching adults how to support the learning taking place at school and applying that to learning opportunities that can take place in the home. The South Side PTO is also an active part of the school, providing parents the opportunity to engage in their child’s education.

Safety

South Side’s Safe Schools Plan in conjunction with the Standard Response Protocol has procedures in place for emergencies such as tornado, fire, earthquake, lockdown plus, lock out and disaster evacuation. Precautionary measures are taken so that all who enter the school are specifically buzzed in, welcomed by a staff member and asked to sign in. By doing so there is always a list of adults who are not on staff in the building in order to ensure safety of all at South Side. All visitors must present their drivers license upon entering the building to be ran through our Raptor system. All visitors must wear a printed ID when entering the school.

PBIS is a major focus at South Side and emphasizes expected safe behaviors in all areas of the school. Students are directly taught how to act in each area of the school several times throughout the year. The school counselor as well as the school social worker works with students on bully prevention during regularly scheduled classroom lessons and holds small group meetings to resolve conflicts and teach the skills necessary to interact positively.

Rules and Statutes To Be Waived

None

Curriculum Description and Location

The Indiana Academic Standards serve as the foundation of the curriculum at South Side and may be accessed online at Indiana Department of Education. The Concord Community Schools' website details grade-level standards and learning expectations detailed within district level curriculum maps. Printed copies are also available upon request in the principal's office for public inspection.

Cultural Competence

South Side is a diverse school focused on developing and maintaining a community in which all students are welcomed, valued and provided a safe and emotionally supportive learning environment. South Side routinely revisits procedures to ensure all students and parents receive educational services that meet their individual needs. The building's English Language Learner (ELL) teacher makes it a priority to communicate with students and families where English is not the first language spoken in the home. South Side also provides special education instruction to students learning foundational skills to be successful in school. South Side celebrates diversity and welcomes the opportunity to meet the individual needs of all students.

Principal Reflections & Recommendations

The focus of the 2019-20school year will center around students performing on grade level in reading and math. Through research-based instructional practices and data-driven decision making, teachers will have the tools necessary to evaluate and meet the learning needs of all students. Mastery learning, including checks for understanding and short-cycle formative assessments, will cause differentiated instruction that will empower teachers with the information needed to make decisions to support grade level performance for each and every student.

Through the commitment of teachers and staff at South Side, positive behavior expectations taught and modeled for students as well as implementation of a social-emotional curriculum will ensure that the learning environment is protected which will allow students the concentration needed to master grade level skills. We have implemented a Peer-Mentoring Tier 2 CICO program to enforce and create relationships between students. Our third and fourth graders are taking on a leadership role where they have opportunities to mentor and model positive behavior for younger students.

Lastly, the positive relationships built with South Side parents and the resources the staff can provide the families will guarantee forward movement in the students' success on state, district, and local standardized assessments. We are intentional about creating positive relationships with our families and will continue to provide a caring, welcoming environment at school for all families and students.