

A faint, light blue compass rose is centered in the background. It features a circular design with eight points, and the cardinal directions are labeled with letters: 'N' at the top, 'S' at the bottom, 'E' on the right, and 'W' on the left.

# School Improvement Plan School-Wide Title Plan 2023-2024

South Side Elementary

# Description of School - South Side Elementary

<b>Total Enrollment</b>	<b>Location (Urban/Suburban/Rural)</b>	<b>Grade Levels Served</b>
<b>290</b>	<b>Rural</b>	<b>K-5</b>
<b>% F/R</b>	<b>% Special Education</b>	<b>% ELL</b>
<b>61.9%</b>	<b>25.3%</b>	<b>4.8%</b>
<b>Specialized Programs</b>	<b>Racial Demographics</b>	<b>Ethnicity Demographics</b>
<b>Skills for Success Behavior Program</b>	<b>82% White, 2% Multi-Racial, 14% Hispanic, 0% Asian, 1% African-American</b>	<b>14% Hispanic 86% Non-Hispanic</b>

Statues and Rules the School wishes to have Suspended.

We do not have any at this time.

Subject/ Course	Grade Level	Resource Name	Tier	Location
Reading	K-3	UFLI Phonics	1	Classrooms
Reading	4-5	Fountas & Pinnell Phonics	1	Classrooms
Reading	K-5	Fountas & Pinnell Interactive Read Aloud	1	Classrooms
Reading	K-5	Fountas & Pinnell Mini-Lesson	1	Classrooms
Reading	K-5	Fountas & Pinnell Guided Reading	1	Classrooms
Reading	K-2	Fountas & Pinnell Leveled Literacy Intervention	2	Classroom
Reading	K-5	Orton Gillingham	2/3	Classroom
Reading	K-5	Raz Kids	1	Classrooms
Reading	K-5	UFLI Phonics	1	Classrooms

# Curriculum

Subject/ Course	Grade Level	Resource Name	Tier	Location
Math	K-5	Ready Math	1	Classrooms
Math	K-5	iReady Math Practice	1/2	Classrooms
Writing	K-5	6-Traits	1	Classrooms
Science	K-5	Project Lead the Way	1	Classrooms
Social Studies	3-5	Social Studies Weekly	1	Classrooms

# Assessments:

Grade Levels:	Assessment/Type	Frequency:
K-2	Dyslexia Screeners	Monthly for 4 months to screen for possible Dyslexia or reading problems
K-5	Fountas and Pinnell Benchmark	Beginning, Middle, and End of year
K-5	iReady Math Diagnostic	Diagnostic Assessment 3 times per year
K-5 (ELL students)	WIDA	Once a Year
K-5	iReady Reading Diagnostic	Diagnostic Assessment 3 times per year
2-5	iReady Math Standards Mastery	Bi-Weekly or every three weeks
2-5	iReady Reading Standards Mastery	Bi-Weekly or every three weeks

# Attendance

	2019-2020	2020-2021	2021-2022	2022-2023
Attendance Rate	95.5%	96.7%	94.6%	95.5%
Chronic Absent (Missed 10% or more of school year)	9.6%	4.5%	12.4%	4.7%

What may be contributing to the attendance trend?

After COVID, South Side really struggled to get our attendance policy back on track. Last year we were able to get back to tracking our absences. We were also able to go back to keeping attendance accountable as part of our district expectations. Returning to consistency of district expectations really improved our attendance, especially our chronic absenteeism. We hope to see that this trend continues.

# ILEARN/SAT/IAM/IREAD Percentages

Grade Level/Subgroup	Name/Subject:	Pass Rate:
3rd	iLearn Math	15%
3rd Special Education	iLearn Math	0%
4th	iLearn Math	37%
4th Special Education	iLearn Math	0%
5th	iLearn Math	40%
5th Special Education	iLearn Math	13%



# ILEARN/SAT/IAM/IREAD Percentages

Grade Level/Subgroup	Name/Subject:	Pass Rate:
3rd	iLearn ELA	5%
3rd Special Education	iLearn ELA	0%
4th	iLearn ELA	24%
4th Special Education	iLearn ELA	0%
5th	iLearn ELA	28%
5th Special Education	iLearn ELA	0%

# ILEARN/SAT/IAM/IREAD Percentages

Grade Level/Subgroup	Name/Subject:	Pass Rate:
4th Grade	Science	18%
5th Grade	Social Studies	28%
3rd/4th Grade	IREAD-3	39%
4th Grade	IAM ELA	100%
4th Grade	IAM Math	0%
4th Grade	IAM Science	100%

# School-Wide Title Component #1 Needs Assessment

As shown in the previous slides, South Side's Math scores are higher than our ELA scores. Third grade ELA scores were the lowest. We will be implementing daily guided reading for all students within the 90 minute uninterrupted reading block. We have also scheduled a daily intervention time in our schedule.

Standards mastery of the ELA standards will drive the instruction during the intervention time. Students will be provided differentiated instruction at their own ability level and at grade level with support and remediation, as needed.

# Parent Participation

Parent participation comes in all forms at South Side Elementary School. We have the same consistent small group of parents that come each month to our PTO meeting and help with donating time with school functions. Although parent participation has been limited in the physical aspect, parents have numerous ways to communicate and be informed of daily events and happenings, including academics and daily citizenship. Means of communication include:

School Family Flyers

Classroom Newsletters

School Website

Facebook Page

Seesaw Messaging

Instagram

E-mail

Phone Calls

Parent Meetings

Field Trips

Trimester Gallery Walks

PTO Sponsored Events

Music Programs

Case Conferences

Family Literacy Night

School Messenger

Apptegy

Parent/Teacher Conferences

East Noble Community Flyer

# School-Wide Component # 3 - Highly Qualified Teachers in All Core Content Areas Classes

South Side has an interview team that is made up of highly effective staff members. This team interviews together and makes team decisions on hiring highly effective candidates. Resumes are reviewed together, and the team decides on the best candidates that will best fit our students.

All but one teacher at South Side is licensed with an Indiana teaching license.

We currently have one teacher who is not highly qualified at South Side.

Three staff members are certified in special education.

# School-Wide Title Component # 5 Strategies to Attract High-Quality, Highly Qualified Teachers

South Side strives to retain high quality, highly qualified teachers by offering training and additional supports throughout the year. New teachers are provided a mentor teacher to work alongside for the first year. The principal offers supports and checks in routinely to support teachers.

# Safe and Disciplined Learning Environment

South Side has the following in place for a safe and disciplined learning environment:

School-wide practices are in place to focus on developing and maintaining a positive school climate for staff, students and parents. The multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social emotional supports and intervention.

School-wide expectations include: Be Respectful, Be Responsible, Be Safe. Students are responsible for learning this and following these expectations and the school's procedures. Copies of our expectations and procedures are provided to parents/guardians.

Disciplinarian expectations to help prevent bullying are also in place and include education for students, parental involvement and interventions as needed. Suicide awareness and prevention is also in place and staff is trained annually. Students are encouraged and empowered to "See Something, Say Something" if they observe bullying or any other unsafe behavior in or outside of North Side.

All staff at South Side hold students to high expectations and we believe ALL students can learn. We strive to create positive culturally responsive classrooms and school environment.

# Coordination of Technology Initiatives

The East Noble School Corporation, as well as South Side Elementary School, recognize and realize the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. South Side Elementary School, along with the entire East Noble School Corporation, is currently a one-to-one learning environment. All K-4 students have access to an iPad and can take them home every night; and all students in grade 5-12 have a laptop which are also taken home each night.

Students are to use devices across subject areas. All staff are to use technology in their lessons as well as have students apply the skills learned throughout all curricular areas. We want our students to be able to keep up in a technology driven world.



# Career Awareness and Career Development

Grade(s)	Area	Activites
K-5	Career Awareness	College Go Week
K-2	Career Awareness	Introduction to Specific Careers
3-4	Career Development	Introductory Interest Inventory
5	Career Development	Interest Inventory and Career REsearch
K-5	Career Awareness/Career Development	Career with Community Members

# Cultural Competency

Cultural Groups	Needs	Strategies
Socio-Economic	More academic support, Parenting Skills, Community Resources	Title 1, Early Intervention, Breakfast Program ,Eye Care Assistance, Knight's Klostet,, No Excuses, Boomerang Backpacks, District Wide Counselor
Ethnic	Sense of Belonging, More Academic Support, Cultural Awareness	Sensitivity to ethnic groups in library and classroom materials, Title 1 and Early Intervention, ELL support/small group instruction
Faith	Sense of Belonging	Sensitivity to faith groups in library and classroom materials
Physical	Handicap Accessibility, Additional Services	Modify building to meet student needs, Occupational, Physical, and Speech Therapists, School Nurse
Exceptional Learners	Modification or Accommodation of Classroom Materials	Special Education COOP Services, teacher training, state developed units
Gender	Differentiation of classroom materials	Teacher Training

# Professional Development Programs

## School - Wide Title Component # 4 High-Quality and Ongoing Professional Development for ALL staff

South Side staff will be trained in the following this year:

- Reader's Workshop
- Interactive Read Aloud
- Science of Reading
- Phonics
- Guided Reading
- Grading Practices/Expectations
- Safety and Active Intervention
- MTSS

## School- Wide Title Component #2 Implementation of School-Wide Reform Strategies:

**GOAL #1:** *By Spring 2024, the fourth grade cohort students at South Side Elementary will increase their overall ILEARN ELA score by 5% from 5% to 10% or higher.*

**GOAL #2:** *By Spring 2024, the fifth grade cohort students at South Side Elementary will increase their overall ILEARN ELA score by 5% from 24% to 29% or higher.*

**GOAL #3:** *By Spring 2024, the fourth grade cohort students at South Side Elementary will increase their overall ILEARN MATH score by 5% from 15% to 20% or higher.*

**GOAL #4:** *By Spring 2024, the fifth grade cohort students at South Side Elementary will increase their overall ILEARN MATH score by 5% from 37% to 42% or higher.*

# School-Wide Title Component #6 Strategies to Increase Parental Involvement

**Some strategies/events we will use to increase parent involvement include:**

- Monthly Family Newsletter from the principal which includes information from dean of students, counselor, and nurse
- PTO Meetings and sponsored events, such as: Carnival, Santa's Workshop and more
- School sponsored events, such as: Grandparents Day, Veterans Program, Music Programs, Literacy Night, Field Day
- Social media platforms to communicate such as: Facebook and Instagram
- Parent/Teacher Conferences: Fall and Winter
- Seesaw

# School-Wide Title Component #7 Plans for Assisting Preschool Children in the Transition From Early Childhood Programs

East Noble School Corporation offers a preschool program located at Avilla Elementary School. South Side Elementary School pre-school aged children may attend the preschool at Avilla. Bus transportation is provided from North Side's front lot for those who need this transportation. The preschool curriculum is created using the Indiana State Standards and is taught through a hands-on approach.

# School-Wide Title Component # 8 Opportunities and Expectations for Teachers to be Included in Decision Making Related to Academic Assessments Results Leading to Student Achievement

- Leadership Team
- Climate Audit was given to all staff in the spring of 2021-2022
- Interview Committees
- E-Team
- Student Support Team (MTSS)

# School-Wide Tile Component # 9 Activities and Programs at the school Level to Ensure Students Having Difficulty Mastering Proficient and Advanced Levels of the Academic Achievement are Provided with Effective, Timely Additional Assistance

- Guided reading groups for every student every day
- Intervention time daily
- Multi Tiered System of Support (MTSS)
- Leveled Literacy Intervention
- Personalized iReady Instruction
- Personalized RAZ Instruction
- Orton-Gillingham



# School-Wide Title # 10 Coordination and Integration of Federal, State, and Local Funds; and Resources Such as In-Kind Services and Program Components

East Noble School Corporation integrates funds. Funds are coordinated for Title I, II and III to maximize resources for students.

Funds are utilized from grants such as The Early Literacy Grant, Formative Assessment Grant, and additional outside grant funding sources.

East Noble School Corporation will continue to conduct an annual inventory of federal, state and local funds and resources in order to carry-out the goal of the school-wide title plan.