

Southside Elementary

Comprehensive Improvement Plan for Schools 2021-2022

1: Proficiency Goal

Goal 1: Reading and Math Proficiency will be in top quartile according to state accountability measures.

Improvement Priority #1 Develop, implement, and monitor a process that engages all stakeholders in meaningful, two-way communication to support the achievement of the school's purpose. (Standard 1.8)

Improvement Priority #2 Develop, implement, and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies in the classroom (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students. (Standard 2.7)

Improvement Priority #3 Expand existing instructional improvement processes (e.g., weekly workshop/data meetings, walkthroughs) to include frequent classroom observations coupled with meaningful feedback to teachers and ongoing support to monitor and improve instruction. (Standard 2.12)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Southside Elementary's proficiency index score in the area of Reading will increase from an index score of 27.2% to 60%</p>	<p><u>Curriculum (KCWP 1) Design and Deploy Standards</u></p> <p>*Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.</p> <p>*Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)</p>	<p>Purposeful Planning</p> <p>*Ensure regularly-scheduled PLC meetings to review the alignment between standards, learning targets, and assessment measures. (IP 2)</p> <p>Instructional Coaching & Feedback</p> <p>*IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.)</p> <p>*Administration and certified teachers work with Solution Tree Consultant as needed to ensure the implementation of the PLC process is used with fidelity</p>	<p>*Purposeful Planning will be evident in administrative walk throughs and observations.</p> <p>*PLC documents and documentation in lesson plans will show alignment.</p>	<p>Southside 30-60-90</p>	

	<p><u>Workshop (KCWP 2) to Design and Deliver Instruction</u> *Processes are in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success (Workshop is the instructional delivery model in all literacy classrooms)</p>	<p>Lab Visits *Teachers will visit lab classrooms to observe the workshop model and follow up with instructional coaching. (IP 3) (EBP)</p> <p>Professional Learning Early Literacy:</p> <ul style="list-style-type: none"> ● Understanding the Reading Levels - led by district instructional coach ● SCPS strand work ● Reading Workshop <p>Grades 3-5 Literacy:</p> <ul style="list-style-type: none"> ● Understanding the Reading Levels - led by district instructional coach ● SCPS strand work <p>Phonemic Awareness and Phonics:</p> <ul style="list-style-type: none"> ● Implementation of Orton-Gillingham for K-5 teachers, ECE teachers <p>Instructional Coaches will provide embedded professional learning and will provide feedback based upon data and walk-throughs.</p> <p>Instructional Coaching & Feedback *IC's and Principal work with teachers in classrooms to model Junior Great Books which allow students to use their metacognition.</p>	<p>*100% of classroom teachers will have highly effective reading workshops by May, 2022.</p> <p>*Through classroom observations and data used during PLCs specific to Phonemic Awareness, the transfer of professional learning will be evident.</p>	<p>Southside 30-60-90</p>	<p>\$0</p>
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		Reading Intervention: *Reading Recovery Teacher	*Reading Recovery student growth data		Title 1 - \$14,535 (salary for RR teacher)
	Data Team (KCWP 4) Review, Analyze, and Apply Data *Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	Instructional Coaching and Feedback *IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.)(IP 2) (EBP)	*Data Teams/PLCs will show an increase in proficiency on reading common assessments. *Data Teams/PLCs will show an increase in Phonemic Awareness, Word Work, for grades K-5.	Data Teams/PLCs Planning Sheet	\$0
Objective 2: Southside Elementary's proficiency index score in the area of Math will increase from an index score of 15.2% to 60%.	Curriculum (KCWP 1) Design and Deploy Standards *Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	Purposeful Planning *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. (IP 2)	*Purposeful Planning will be evident in administrative walk-throughs and observations.	Southside 30-60-90	\$0

	<p>*Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)</p>	<p>Instructional Coaching & Feedback *IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.)</p> <p>*Administration and certified teachers work with Solution Tree Consultant as needed to ensure the implementation of the PLC process is used with fidelity</p>	<p>*Data Teams/PLCs documents and documentation in lesson plans will show alignment.</p>	<p>Southside 30-60-90</p>	<p>\$3000 from CSI Funds</p>
	<p><u>Workshop (KCWP 2) Design and Deliver Instruction</u> *Processes are in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success (Workshop is the instructional delivery model in all literacy classrooms)</p>	<p>Instructional Coaching & Feedback *IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.) (IP 2) (EBP)</p>	<p>*School and district walkthroughs will show increase in differentiation during math workshop to meet student needs.</p>	<p>Southside 30-60-90</p>	<p>\$0</p>
	<p><u>Data Team (KCWP 4) Review, Analyze, and Apply Data</u> *Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Instructional Coaching & Feedback *IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.) (IP 2) (EBP)</p>	<p>*Math MAP will show an increase in proficiency.</p> <p>*Data Teams/PLCs documents and documentation in lesson plans will show alignment.</p>	<p>Data Teams/PLCs Planning Sheet</p>	<p>\$0</p>
<p>Objective 3: 100% of Southside's students will show growth as indicated by</p>					

NWEA MAP growth report.				
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2: Separate Academic Indicator

Goal 2: Separate Academic Indicator will be in top quartile according to state accountability measures.

Improvement Priority #1 Develop, implement, and monitor a process that engages all stakeholders in meaningful, two-way communication to support the achievement of the school’s purpose. (Standard 1.8)

Improvement Priority #2 Develop, implement, and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies in the classroom (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students. (Standard 2.7)

Improvement Priority #3 Expand existing instructional improvement processes (e.g., weekly workshop/data meetings, walkthroughs) to include frequent classroom observations coupled with meaningful feedback to teachers and ongoing support to monitor and improve instruction. (Standard 2.12)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The percentage of students scoring proficient or distinguished in writing will increase from 14.3% to 30%.	<p>Curriculum (KCWP 1) Design and Deploy Standards *Monitoring systems are in place to ensure the writing curriculum is taught at a high level of fidelity.</p> <p>*Systems are in place for teachers to readjust the writing curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)</p>	<p>Purposeful Planning *Ensure regularly-scheduled PLC meetings to review the alignment between standards, learning targets, and assessment measures. (IP 2)</p> <p>Instructional Coaching & Feedback (Writing) *IC’s and Principal work with teachers to model and co-teach:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Writing Expectations • Intentional and meaningful feedback to students 	<p>*Purposeful Planning will be evident in administrative and district walkthroughs.</p> <p>*Data Teams/PLCs documents and documentation will show an increase of writing proficiency using Lucy Calkins Writing Rubrics.</p>	Southside 30-60-90	\$0
The percentage of students scoring proficient or distinguished in science will increase from 15.1% to 30%.	<p>Curriculum (KCWP 1) Design and Deploy Standards *Monitoring systems are in place to ensure the science curriculum is taught at a high level of fidelity.</p>	<p>Instructional Coaching & Feedback (Science) *IC’s and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.)</p>		Southside 30-60-90	\$0

<p>The percentage of students scoring proficient or distinguished in social studies will increase from 45.3% to 60%.</p> <p>*This growth represents scores from the previous years since Social Studies was not given during the 2020-2021 KPREP Assessment.</p>	<p>*Systems are in place for teachers to readjust the science curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)</p>	<p>Lab Visits *IC's will work with a primary and intermediate classroom teacher to establish lab classrooms in the area of science. Teachers will begin to visit lab classrooms through virtual means to observe best practices in NGSS instruction and follow up with instructional coaching. (IP 3) (EBP)</p>	<p>*100% of classroom teachers will have visited highly effective science instruction by May, 2022.</p>		
	<p>Standards (KCWP 1) All Social Studies teachers are knowledgeable about the KAS Social Studies Framework.</p>	<p>Instructional Coaching & Feedback (Social Studies) *IC's and Principal work with teachers in classrooms to ensure understanding of the new KAS Social Studies Framework with shifts in inquiry based instruction.</p>	<p>*Professional learning with teachers will be completed and new knowledge will be evident in the planning process during PLCs.</p> <p>*Evidence of inquiry based practices will be evident in classroom walkthroughs.</p>	<p>Southside 30-60-90</p>	<p>\$0</p>

3: Gap

<p>Goal 3: All identified gap groups will score above the state average according to all state accountability measures.</p>
<p>Improvement Priority #1 Develop, implement, and monitor a process that engages all stakeholders in meaningful, two-way communication to support the achievement of the school's purpose. (Standard 1.8)</p>
<p>Improvement Priority #2 Develop, implement, and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies in the classroom (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students. (Standard 2.7)</p>
<p>Improvement Priority #3 Expand existing instructional improvement processes (e.g., weekly workshop/data meetings, walkthroughs) to include frequent classroom observations coupled with meaningful feedback to teachers and ongoing support to monitor and improve instruction. (Standard 2.12)</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1: The percentage of students with disabilities scoring proficient and distinguished will increase to 60%.	<u>Academic and Behavioral Supports (KCWP 5) Design, Deliver, and Apply Support Processes</u> *System or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	Purposeful Planning *Ensure regularly scheduled PLC meetings to review the alignment between standards, learning targets, and assessment measures. (IP 2)(EBP)	*Purposeful Planning will be evident in administrative and district walkthroughs.	Southside 30-60-90	\$0
		Professional Learning *Opportunities for staff to further their knowledge of high functioning PLC's, high-yield instructional strategies, trauma-based strategies, and personalized learning to build teacher efficacy. (IP 2)(EBP)	*Through classroom observations and observations, the transfer of professional learning will be evident.	Southside 30-60-90	
Objective 2: The percentage of EL students scoring proficient and distinguished will increase to 60%.	<u>Instructional Strategies (KCWP 2) Design and Deliver Instruction</u> Teachers determine the most appropriate and effective high-yield strategies	Professional Learning *Teachers will further their knowledge on EL instructional strategies and use of language objectives. (IP 2) (EBP) *School staff will survey students and parents to identify needs in order to increase academic and language proficiency.	*Increase in math and reading proficiency from Fall to Winter to Spring MAP *Data Teams/PLCs will show an increase in Guided Reading Levels for grades K-2 and for those students reading below grade level benchmarks in grades 3-5.	Southside 30-60-90	\$0
	<u>Learning Targets and Success Criteria (KCWP 1) Design and Deploy Standards</u> Teachers create clear and precise learning targets and students co-create success criteria.	Purposeful Planning *All classroom teachers will use language objectives including reading, writing, speaking or listening skills. The objectives will include sentence frames and visual clues. (IP 2)	*Evidence of Language Objectives used in all classroom observations/ walkthroughs.	Southside 30-60-90	-0-
	<u>Establishing Learning Culture and Environment</u>	Purposeful Planning *Administrators, ICs, staff, FRC, and classroom teachers will	*At least 1 home visit will be completed to	Southside 30-60-90	Title 1

	<u>Classroom Activities (KCWP 6)</u>	participate in home visits in order to build relationships with our school's families.	each family by May 2022.		
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<p>Objective 3: The percentage of Free/Reduced students scoring proficient or distinguished will increase to 60% in Reading.</p> <p>The percentage of Free/Reduced students scoring proficient or distinguished in Math will increase to 60% in Math.</p>	<p><u>Instructional Strategies (KCWP 2) Design and Deliver Instruction</u> Teachers determine the most appropriate and effective high-yield strategies</p>	<p><u>Instructional Coaching & Feedback</u> *IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning of strategies occurs (modeling, co-teaching, etc.) (IP 2) (EBP)</p>	<p>*Data Teams/PLCs documents and documentation in lesson plans will show alignment.</p>	<p>Southside 30-60-90</p>	<p>\$0</p>
<p>Southside will implement a behavior and support system.</p>	<p><u>Trauma Informed Education (KCWP 5, 6)</u></p>	<p>A school PBIS team will lead revision of current discipline</p>	<p>A reduction in office referrals</p>	<p>Southside 30-60-90</p>	<p>\$0</p>

	Resources are aligned to needs in order to make all systems work together for continuous improvement and success.	policies and revise or develop trauma-informed discipline policies.			
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4: Growth

Goal 4: The growth indicator of Southside Elementary will be in top quartile according to state accountability measures.

Improvement Priority #1 Develop, implement, and monitor a process that engages all stakeholders in meaningful, two-way communication to support the achievement of the school’s purpose. (Standard 1.8)

Improvement Priority #2 Develop, implement, and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies in the classroom (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students. (Standard 2.7)

Improvement Priority #3 Expand existing instructional improvement processes (e.g., weekly workshop/data meetings, walkthroughs) to include frequent classroom observations coupled with meaningful feedback to teachers and ongoing support to monitor and improve instruction. (Standard 2.12)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 80% of students will be in the top 2 quadrants in Reading and Math according to NWEA MAP growth report.	Analyze Data (KCWP 4) Review, Analyze, and Apply Data Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction in the area of reading and math .	Coaching *IC’s and Principal will coach teachers in the use of multiple measures to inform intervention, personalization, and differentiation in reading and math. (IP 2) (EBP) *The use of Lexia to monitor the improvement of students in the area of reading. *The use of Dreambox and AIMSWeb M-CAP to monitor the improvement of students in the area of math.	*Adaptive Learning System Reports	Southside 30-60-90 Data Teams/PLCs Planning Sheet	\$0

		*All PLCs will perform at high levels with grade level team leaders as main facilitators.			
	<p><u>RtI (KCWP 5)</u> Processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students in the area of reading and math.</p>	<p>Coaching *District RtI and Assistant Principal will meet with teachers on a monthly basis to develop intervention plans and to analyze student progress.</p>	<p>*Identified students will have specific intervention plans created. *All teachers will implement intervention strategies previously learned in whole staff trainings.</p>	<p>Southside 30-60-90 Data Teams/PLC's Planning Sheet</p>	\$0