

## Comprehensive Needs Assessment and School Improvement Plan

<b>School Name</b>	Southwick Elementary School
<b>Local Education Agency Name</b>	East Allen County Schools
<b>School Year</b>	2019-20

*Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.*

## Comprehensive Needs Assessment

### Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

**I. Establish a Comprehensive Needs Assessment planning team**

**CNA Planning Team Members**

Name	Stakeholder Group(s)	Role(s)
Diamond Robinson	Building Administration	Principal
Megan Cripe	Building Administration	Assistant Principal
Cherish Rochford	Staff	Pre-K Teacher
Kaley Waterman	Staff	Kindergarten Teacher
Jyl Miller	Staff	1 <sup>st</sup> Grade Teacher
Danielle Jones-Brooks	Staff	2 <sup>nd</sup> Grade Teacher
Jeanette Lundeen	Staff	Special Areas Teacher
Chris Brames	Staff	Instructional Coach
Allison Baker	Staff	Rtl Specialist
Molly Bernard	Staff	Student Assistant Specialist
Carolyn Richmond	Staff	Family Group Specialist
Wadner Joseph	Staff	School Improvement Specialist
Emilee Johnson	Staff	EL Teacher
Jim Halstead	Staff	Special Ed. Teacher

Committee's Domain of Study: Special Education-Math/ELA

Name	Stakeholder Group(s)	Role(s)
Diamond Robinson	Building Administration	Principal
Megan Cripe	Building Administration	Assistant Principal
Chris Brames	Staff	Instructional Coach
Jim Halstead	Staff	Sped. Teacher

Committee's Domain of Study: English Learners

Name	Stakeholder Group(s)	Role(s)
Diamond Robinson	Building Administration	Principal
Megan Cripe	Building Administration	Assistant Principal
Chris Brames	Staff	Instructional Coach
Emilee Johnson	Staff	EL Teacher

## II. Develop a vision of excellence

### Vision of Excellence

Southwick Elementary School is located on the southeast side of Fort Wayne, IN. The current building was built in 1966. We recently had renovations in 2018. The school serves children from Pre-kindergarten through second grade. The student population is 9.7% white, 28.7% black, 16.3% Hispanic, 4% multiracial, and 41.3% Asian. 84.4% of the student population qualify for free or reduced lunch and 8.6% of the population receive special education services. Additionally, 44% of the student population is designated as English Language Learners.

The vision of Southwick Elementary is to embrace diversity, develop a love of learning, and value high expectations throughout life's journey. We aim to accomplish this vision of lifelong success through teaching and celebrating cultural diversity, differentiating instruction, communicate high expectations, and providing authentic learning experiences in a safe, positive environment. We aspire all students to demonstrate achievement and growth both academically and social-emotionally. State testing requirements and the scores thereof are one measurement we use to gauge instructional effectiveness. Additionally, we are devoted to engaging students in instruction to build growth mindset, critical thinking, personal responsibility, and respect for diversity.

The Southwick Elementary staff and district leaders strive to facilitate clear direction, student and staff engagement, and continuous improvement. Clear direction is achieved through the focus and alignment of all actions and decisions to the school mission and vision. In order to achieve student and staff engagement, administration facilitates school committees, professional development, and collaboration. Continuous improvement is ensured through administration and staff's devotion by meeting the rigor of Indiana's Academic Standards, gradual release of responsibility and Depth of Knowledge.

The teachers of Southwick Elementary strive to provide instruction in student friendly classrooms that ensure student academic growth, achievement, life-long learners, and problem solvers. All classrooms, Pre-K through second, are expected to adhere to the EACS Environmental Checklist. Teachers also provide visuals and sentence starters to assist in the language development of our English Learners. Teachers are expected to make reference to student friendly objectives that are standards based, rigorous, and measurable. Teachers are to intentionally plan engaging lessons that make use of research based instructional strategies. Teachers are expected to make adjustments to instruction and classroom grouping based on formative data and checks for understanding.

- ❖ Partnerships and collaborations to support the school's continuous improvement
  - Pathway Community Church
  - Fellowship Missionary Church
  - United Pastors of Fort Wayne
  - Associated Churches
  - Bowen Center
  - Foster Grandparent Program
  - Heartland Sings
  - Amani
  - YMCA
  - Boys and Girls Club
  - Project Reads
  - Families Learning Together
  - Managed Health Services
  - Real Men Read

❖ Measures for Success

Cultural Diversity	<ul style="list-style-type: none"> <li>• Number of teachers facilitating Culture Day</li> <li>• Number of students and staff participating in empathy training</li> <li>• Embedding culture diversity within instruction-lesson plan</li> <li>• Professional development of cultural awareness-agenda and survey</li> <li>• Number of students participating in show and tell for star student</li> <li>• Cultural Arts committee- agenda and number of teachers that attend</li> <li>• Actively looking for ways to diversify our staff-Human Resource reports</li> </ul>
Differentiating Instruction	<ul style="list-style-type: none"> <li>• Ability grouping for reading block- percentage of student growth</li> <li>• GrapeSEED groups- WIDA reports, LID and SIDs</li> <li>• Modified assignments and assessments for students with ILPs and IEPs</li> <li>• Lesson plans that reflect different learning modalities</li> <li>• EL pull-out services</li> <li>• RtI pull-out services</li> <li>• SpED pull-out services</li> <li>• EL and SpED para push-in support</li> <li>• High Ability enrichment services</li> </ul>
Communicating High Expectations	<ul style="list-style-type: none"> <li>• Scores on state assessments</li> <li>• Weekly newsletters</li> <li>• Monthly PBIS incentives</li> <li>• Parent meetings</li> <li>• Parent teacher conferences</li> <li>• Title 1 Parent Night</li> <li>• EL Parent Night</li> <li>• Back to School Night</li> <li>• Parent survey results</li> </ul>
Authentic Learning Experiences	<ul style="list-style-type: none"> <li>• Scantron mastery of learning objectives</li> <li>• Number of students participating in Career Day</li> <li>• Field Trips are aligned with standards</li> <li>• Culture Day</li> <li>• Administration walk-throughs and evaluations</li> <li>• Read Across America Day</li> <li>• Jump Rope for Heart</li> <li>• Cross-curricular projects</li> <li>• Heartland Sings</li> </ul>
Safe, Positive Environment	<ul style="list-style-type: none"> <li>• Secure Entrance</li> <li>• Bus referrals</li> <li>• Discipline referrals</li> <li>• Expulsions and suspensions</li> </ul>

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|  | <ul style="list-style-type: none"><li>• ALICE drills and training</li><li>• Security walk-through</li><li>• Kindness challenge</li><li>• PBIS incentives</li><li>• Team building activities</li><li>• Moral boosters for staff</li><li>• Social committee</li><li>• Safe visitor</li></ul> |
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Other sources of data/evidence

- Scantron assessments for each bundle, bundle performance tasks, unit of pre and posttests, subject grades, individual student work, exit tickets, behavior data, staff attendance, staff surveys, professional development participation, and parent involvement data

### III. Create a school profile

#### School Profile

Southwick Elementary is one of two Pre-K through second grade elementary schools in East Allen County Schools. Upon completion of second grade, students from Southwick Elementary attend Prince Chapman for grades three-six.

Southwick has a transient population. Enrollment at Southwick Elementary has remained steady at approximately 600 students. During the 2018-19 school year there were two Pre-K, eight kindergarten, eight first grade, and nine second grade classes. In addition to the twenty-seven classroom teachers, the school is staffed by full time teachers for art, music, and physical education. (Art and PE are four days a week, Monday-Thursday). Additionally, we have five EL teachers, four EL paras, two interpreters, one special ed teacher, and two special ed paras. The school's Title 1 program funds five Rtl Specialists and one Targeted Assistant Specialist para, EL Instructional Coach, Family Group Specialist, and School Improvement Support. Specialized instructional support personnel include an instructional coach, speech language pathologist, and student assistant specialist. We also have a CRT (Client Relations Technician), general supervisory para, assistant principal, school counselor, secretary/treasurer, and a nurse.

#### Vision

The Southwick community embraces diversity, develops a love of learning and values high expectations.

#### Mission Statement

Together, the families, students, community members, and staff of Southwick inspire lifelong success through teaching and celebrating cultural diversity, differentiating instruction, communicating high expectations, and providing authentic learning experiences in a safe, positive environment.



## Core Beliefs or Core Values

- Cultural Diversity
- Data based decision making
- High Expectations
- Engagement
- School Safety
- Mastery of academic skills
- Citizenship
- Lifelong learning

## Student Demographics

Detailed demographic data for Southwick Elementary can be found [here](#).

## Staff Demographics

The staff at Southwick Elementary School is diverse in experience, yet homogeneous in race and ethnicity. Approximately, 90.7% of certified staff are white, and 9.3% are black. Specific data regarding staff demographics may be found [here](#).

## Student Behavior

The staff of Southwick Elementary School provides a safe and secure learning environment for all students. Southwick has established a Positive Behavior Instruction & Support (PBIS) that focuses on defining, teaching, modeling and reinforcing desired behavior at school. This team meets weekly to analyze discipline data and develop strategies to improve discipline outcomes. This committee was made to assure equity in order for students to achieve social and academic success. In addition, the PBIS team continues to revise school-wide expectations based on data and the needs of the building.

The ultimate goal is to increase academic achievement and school safety, and establish a positive school climate. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct, which is outlined in the Student Handbook.

If infractions occur the following steps will be taken:

- Minor behavior incidents will be handled in the classroom through conferencing with students, phone conferences with parents, and the use of Tier I interventions and strategies.
- Teachers will consistently use school-wide positive behavior and discipline procedures.
- Teachers will send home weekly individualized progress reportS to communicate behavioral progress to parents.
- Counselor will meet with targeted students to teach them how to react appropriately in difficult situations.

- Counselor will work closely with teachers to provide strategies to help correct student behavior.
- The School Improvement Support is a Title I funded position that will work closely with teachers to help them select strategies and interventions to counter inappropriate behaviors.
- School Improvement Support will conduct flexible behavior groups to meet with targeted students.
- School Improvement Support will work closely with teachers and administration to provide RTI Tier II and Tier III behavior interventions to students as needed.
- The discipline team will meet weekly to analyze behavior data and monitor student progress.
- Administrators will conduct weekly walkthroughs to assess and monitor the implementation of school-wide discipline procedures.

At Southwick, procedures and expectations are exhibited in terms of being caring, respectful, and responsible. Students earn Excellent Eagle tickets for positive behavior, and tickets gain them daily, weekly, monthly, and quarterly rewards for doing the right thing. The Character Counts Pillars are also highlighted monthly, and are used to help students identify lifelong practices that support positive citizenship, responsibility, respect, caring, fairness, and trustworthy behaviors.

	<b>SY15-16</b>	<b>SY16-17</b>	<b>SY17-18</b>	<b>SY18-19</b>
	# of consequences	# of consequences	# of consequences	# of consequences
<b>Out of school suspension</b>	51	36	54	58
In school suspension	67	19	61	5
<b>Removal to an interim alternative education setting</b>				0
Expulsion with services				0
Expulsion without services				0
Community service				0
<b>Juvenile justice referral</b>				0
Law enforcement referral				0
<b>Restitution</b>				0
<b>Substance abuse counseling</b>				0
<b>Substance abuse treatment</b>				0
<b>Conflict resolution</b>				0
Counseling				0
Other (Add description)				0
Other (Add description)				0

	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Black or African American	Hispanic or Latino	White	Two or more races	Exceptional Learners	English Learners	Homeless Students	Migratory Students
<b>Out of school suspensions (# and %)</b>		4		56	2	1					
<b>In school suspensions (# and %)</b>											
<b>Removal to an interim alternative education setting</b>											
<b>Expulsion with services</b>											
<b>Expulsion without services</b>											

### Student Academic Outcomes

The foundation for our vision is to ensure that Southwick's Community: students, staff, and families, embrace diversity, develop a love of learning, and value high expectations. This vision is accomplished by providing a school environment in which everyone is accepted, learning is exciting, and all are held accountable for student academic growth and achievement.

By spring, 2020, 55% of all K-2 students will demonstrate proficiency in their text reading and comprehension (TRC). Students will increase their reading level with a focus on accuracy and comprehension across the curriculum.

By spring, 2020, 50% of all K-2 students will demonstrate mCLASS math skills by scoring in the strategic or benchmark levels based upon mCLASS math measures. Students will improve in overall math skills according to mCLASS math measures with a focus on computation and problem solving.

By spring, 2020, 45% of all K-2 students will be at or above a level 3 speaking proficiency based upon ACCESS scores. Students will improve their speaking proficiency skills.

## Summary of Current School Improvement Strategies

As noted above, continuous improvement is assured through administration's devotion to meeting the rigor of Indiana's Academic Standards and their use of the gradual release of responsibility and Depth of Knowledge Model (DOK). School improvement strategies focus on data derived from the previous year's student performance data. Current school improvement strategies include:

- Providing opportunities for all children to meet proficient and advance levels of student academic achievement.
- Using effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program.
- Increasing the amount of learning time.
- Strategies specific for underserved populations:
  - GrapeSEED
  - Support staff meets with incoming families
  - Bowen Center
  - The Fruit and Vegetable Program
  - The Boomerang Backpack Program
  - Project READS
  - EL and Special Needs services
- Addressing the needs of all children, particularly low achieving children and those at risk of not meeting state standards.
- Addressing how the school will determine if those needs are being met.
- Ensuring that all EACS teachers are following the EACS's curriculum

## Summary of Core Curricula

The curriculum for Southwick Elementary is developed by the East Allen County Schools Instructional Coaches and some teachers, based on Indiana Academic Standards. Corresponding pacing guides direct the flow of instruction and adherence to academic standards. These guides include references to currently adopted core instructional materials. Curriculum for each subject- mathematics and language arts (including reading, English, and writing). These are reviewed and revised each summer. Copies of the curriculum are available on the district shared drive.

## Summary of Formative and Summative Assessments

Southwick Elementary School utilizes a number of assessments to evaluate students' academic and behavioral status and progress. Academic assessment data is used by school personnel to plan subsequent on-grade level, remedial, and enrichment instruction. Behavioral data is used by school personnel to assist in behavioral interventions, including attendance. Below is a list of academic assessments used.

## Summary of Academic Intervention and Enrichment Programs

The staff at Southwick Elementary School believe all students should learn at high levels. This entails meeting the diverse learning levels and needs of all students through a comprehensive multi-tiered system of support (MTSS). To this end, Tier 1 instruction is differentiated by classroom teachers, taking into consideration content, the process by which students will learn the content, and the outcomes (products) expected of students. The need for remedial and enrichment instruction is determined by continuously monitoring student performance data. Tier 2, and more extensive Tier 3 supports are provided for students as necessary by Rtl Specialists. Examples of supports offered at these levels include, but are not limited to, EL services, Rtl Intervention services, high ability clustering, and special education services.

### List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

In addition to the intervention and enrichment programs noted above, Southwick Elementary School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. Afterschool programs offered include: Academic Club, that remediates reading and math; Intramurals, Project Reads, Y- Care, Boys and Girls Club, and Chapter Book Club. In addition, SUCCESS, Heartland Sings (Pre-K and four first grade classrooms), GrapeSEED, Good Choices Club, and intervention time is built into the K-2 schedule to provide time for focused remediation and enrichment.

### Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the East Allen County School Corporation. The corporation supports Southwick Elementary School's recruitment, selection, induction, and retention strategies. These are described below

Recruitment: The corporation participates annually in teacher recruitment and posts vacancies on the Indiana Department of Education's website. In addition, EACS holds an annual job fair. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers in conducting interviews and making initial selections. Upon successful completion of an interview, a comprehensive background check is conducted for the highest rated candidate. The individual interviews with the assistant superintendent prior to being recommended for employment to the school board.

Induction: The East Allen School Corporation provides a welcome and initial training for newly employed staff. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, curriculum, etc.). New teachers are paired with a mentor who provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the mentor provides ongoing emotional support and guidance.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Southwick Elementary School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations and recognition include:

corporation teacher-of-the-year recognition; staff appreciation week; celebrations of individual and/or group accomplishments during staff meetings and in the staff newsletter.

### Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff development priorities are identified as a direct result of data analysis. A guiding principle for professional development is that initiatives be recent and research-based that align with district initiatives. Most recently, professional development has pertained to reading instruction, trauma informed care, and school climate.

Specific to instruction, professional development priorities have focused on Tier 1 instruction in reading, including the components of Balanced Literacy. This has included extensive training on the use of interactive read-alouds, shared reading, guided reading, and independent reading.

With regards to social/emotional support, student behavior, and cultural competency, professional development initiatives are rooted in the school's commitment to maintaining a positive climate and culture. The staff has had trauma informed care professional development and it is a schoolwide initiative for PBIS to be used throughout the building.

### Summary of Teacher and Staff Coaching and Evaluation Model

As noted above, hiring and retaining a high-quality staff is a priority for East Allen County School Corporation. A priority for Southwick Elementary School is to empower teachers to continuously refine and improve their professional practice. This comes about through a careful self-reflection by each teacher, collaboration between the principal and each teacher, and on-going coaching support by the instructional coach. Teachers are required to have a pre-conference, observation and post-conference with an instructional coach. Teachers are also given walk-throughs from administration. Together, these create priorities from which individual and school-wide goals are developed. With the school's vision as the focal point at all times, staff collectively commit to teaching practices and an educational environment that promotes high levels of learning for all students.

Data meetings are held with administration, instructional coaches, and teachers to determine priorities for instruction. Additionally, SLO goals are developed by individual teachers and discussed with the principal.

Teachers are evaluated on the RISE rubric and the Teacher's Effectiveness rubric that is based on the requirements set forth by the state and was developed jointly by the school corporation and local teachers' association. Administration observes each teacher two to three times per semester and conducts one post conference.

### Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the School Leadership Team is to coordinate family engagement and outreach. The family group specialist is the key point of contact for studying, planning, and implementing family engagement services and events. Southwick Elementary School continues to search for different avenues to increase parental involvement. At present, communication occurs via:

The district and school website/canvas: which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the Family/Student Handbook, teacher pages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook: distributed in print form to all families at the beginning of the year or upon enrollment;

School Messenger: includes important events, such as parent-teacher conferences, and text alerts when emergencies and/or school delays/cancellations occur;

Personal contacts home (telephone calls, text, email, flyers): staff inform parents of students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent-Teacher/RTI Conferences: held in the fall for all students, as necessary to discuss student academic concerns, and state testing results;

Progress reports: distributed every nine weeks, with interim reports distributed each mid-term; additionally, RTI and Special Education students receive progress reports;

Administrator and Teacher newsletter: distributed via paper format;

School-wide Facebook Page: includes posting information and pictures of school events

Weekly Behavior Progress Report: used to inform parents of their child's behavior as either an A, C, or F week, which includes teacher notes and a space for the parent/guardian signature;

Parent Access to Electronic Grade Book: parents have access to their child's up-to-date grades and comments for each subject

PTO (Parent/Teacher/Organization): parents, teachers, and community partners meet monthly and work collaboratively to plan events to support students and families: academically, financially and for community building.

Current family activities include:

- Monthly PTO meetings: convened by PTO officers;
- PTO-sponsored events: Sweetheart Dance, Glow Dance and Grandparents Day;
- Family Game Night: sponsored by Southwick's Community Partner, Pathway Community Church, where families come together to play games and have dinner;
- Lunch with children: parents/guardians can schedule a time to eat lunch with their child in the cafeteria;
- Volunteers/Chaperones within classrooms and/or field trips: parents/guardians are invited to help chaperone class field trips or classroom activities after passing a background check;
- Muffins with Mom/Donuts with Dad: parents/guardians/special friends are invited to come before school to enjoy breakfast with their child and hear a community speaker;

- Families Learning Together (as funds are available): teacher led events to help families learn about the curriculum being taught, i.e. math night;

Kindergarten Countdown (funded through United Way): students entering kindergarten that have never been to preschool are invited to participate in learning activities, social skills, school procedures, hearing/vision screenings, immunizations and receive backpacks and school supplies to prepare them for kindergarten

Trauma Informed Parent Sessions: assisting parents with identifying, understanding, and strategies for dealing with trauma

### List of Community Partnerships

Partnering with community and faith-based institutions is an important component of Southwick Elementary School's Vision of Excellence. The staff believes that a continuous, collaborative relationship between the school and community stakeholders is vital for understanding the needs and demands in the school, community, and workforce. Additionally, local agency support is critical to meet the needs of families and students who find themselves with personal struggles.

School Crisis Team: The school safety specialist is a member of the team, which is comprised of safety specialists from other schools in the corporation, representatives from law enforcement, fire and rescue departments, and the emergency management agency.

Inter-agency Task Force: The school counselor attends regular meetings that focus on specific student/family needs. Members of the taskforce include school counselors from other schools in the corporation, representatives from the Department of Children and Families, and local mental health agencies.

Individual businesses and industries: Individuals for local businesses and industries participate in school wide events (e.g. Real Men Read) and individual classroom teachers where they are featured as guest speakers. Additional support from community business leaders would include participation in "A Few Good Men," in which students were welcomed back from Spring Break by male role models from the community.

Agency and Faith-based Institution Supports: Local faith-based institutions provide a range of supports including food, financial assistance, mentoring, family outreach nights (Family Game Night), and counseling for the staff and families. Individuals from faith-based institutions and counseling agencies are available to provide support in crisis situations (e.g. death of student or staff).

Community Foundation: The local community foundation sponsors competitive grants for innovative programs developed by teachers.



#### IV. Identify focus areas

### Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

#### Students with Disabilities Subgroup Performance

TRC and DIBELS assessments reveal that students with disabilities score below their grade-level peers in English/language arts. In addition, the amount of growth of these students is below their grade-level peers.

#### Description of the Gaps Identified between the Vision of Excellence and School Profile

While multiple factors contribute to school transformation, closing Southwick's gaps between the Vision of Excellence and School Profile will consist of systematically fostering buy-in amongst staff, students, and families and ongoing commitment to the vision.

#### Description of Focus Area 1

Multiple assessments reveal that students with disabilities score below their grade-level peers in both mCLASS math and mCLASS TRC. Students with disabilities in Kindergarten did not meet proficiency in mCLASS math for the following skills: 71% counting, 100% number identification, 85% missing number, and 85% quantity discrimination. Students with disabilities in Grade 1 did not meet proficiency in mCLASS math for the following skills: 75% counting, 75% number identification, 75% missing number, 75% quantity discrimination, and 75% number facts. Students with disabilities in Grade 2 did not meet proficiency in mCLASS math for the following skills: 100% computation, 81% concepts, 100% missing number, 81% quantity discrimination, and 100% number facts. 90% of students with disabilities in Kindergarten, Grade 1, and Grade 2 did not meet proficiency for TRC.

Staff correspondences of SY 18-19 indicated concerns of feeling unequipped to meet the academic needs of students with disabilities in their classrooms. Southwick has 1 full-time special education teacher who act as teacher of record for all 22 students with disabilities currently enrolled. Two instructional assistants provide instructional support for students with disabilities in classrooms. One Speech and Language Therapist, an Occupational Therapist and a school psychologist also provide services to students with disabilities.

#### Description of Focus Area 2

Southwick Elementary school had 271 identified EL students in the 2016/2017 school year, 264 identified EL students in the 2017/2018 school year, and 264 identified EL students in the 2018/2019 school year. The data shows a steady population of English Language Learners over the last three years. The majority of the students are Burmese (with many having refugee status).

WIDA scores indicate that English Learners at Southwick are slightly below the state average of other K-2 EL students in obtaining FEP (Fluent English Proficient) status. 2019 state data has not been fully released yet, so exact data is unavailable at this time.

The majority of a staff focus group at the close of the 2018/2019 school year indicated that they feel somewhat equipped to meet the language and academic needs of EL students. Southwick Elementary School has five full-time EL teachers. They each have a case load of over 40 students. Two of the five EL teachers hold an Indiana EL license. Five para professionals provide instructional support for the English Learners with the most need in the K-2 classrooms.

## V. Collect additional data on focus areas

### Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

- Kindergarten, Grade 1, and Grade 2 Composite scores for DIBELS during the 2018-2019 school year

Provide links to the additional data and/or key takeaways from data collected for this focus area:

#### Composite Scores

##### Kindergarten

- 42% of students with disabilities did not meet proficiency on First Sound Fluency (FSF)
- 71% of students with disabilities did not meet proficiency on Phoneme Segmentation Fluency (PSF)
- 85% of students with disabilities did not meet proficiency on Nonsense Word Correct Letter Sounds (NWF-CLS)

##### Grade 1

- 33% of students with disabilities did not meet proficiency on PSF
- 66% of students with disabilities did not meet proficiency on NWF-CLS
- 66% of students with disabilities did not meet proficiency on NWF-WWR
- 75% of students with disabilities did not meet proficiency on DIBELS Oral Reading Fluency (DORF)
- 75% of students with disabilities did not meet proficiency on Accuracy
- 75% of students with disabilities did not meet proficiency on Retell

##### Grade 2

- 90% of students with disabilities did not meet proficiency on NWF-CLS
- 90% of students with disabilities did not meet proficiency on NWF-WWR
- 90% of students with disabilities did not meet proficiency on DORF
- 100% of students with disabilities did not meet proficiency on Accuracy
- 100% of students with disabilities did not meet proficiency on Retell

### Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

- Kindergarten, Grade 1, and Grade 2 WIDA scores from the 2018-2019 school year
- 2019 state data has not been fully released yet, so exact data is unavailable at this time.

Provide links to additional data and/or key takeaways from data collected for this focus area:

#### Kindergarten Overall proficiency scores:

- Level 1= 40 (49%)
- Level 2= 19 (23%)
- Level 3= 15 (19%)
- Level 4= 06 (7%)

- Level 5= 01 (1%)
- Level 6= 00 (0%)

Grade 1 Overall proficiency scores:

- Level 1= 05 (6%)
- Level 2= 28 (32%)
- Level 3= 48 (55%)
- Level 4= 06 (7%)
- Level 5= 00 (0%)
- Level 6= 00 (0%)

Grade 2 Overall proficiency scores:

- Level 1= 04 (4%)
- Level 2= 27 (28%)
- Level 3= 49 (51%)
- Level 4= 15 (16%)
- Level 5= 00 (0%)
- Level 6= 00 (0%)

Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>
Family Members	Paper Survey	65	Parents noted that they enjoyed learning about the Five Finger Retell and sight word strategies.
Family Members	Paper Survey	63	Parents noted that the use of magnetic letters for spelling words was helpful and that they would like more support in teacher their child how to read.

**VI. Analyze data to determine key findings and root causes**

**Data Analysis, Key Findings, and Root Causes**

**Focus Area 1**

Conclusions from data quality check for Focus Area 1:

- The CNA team feels the data collected and utilized to inform focus area 1 is adequate.
- Desired additional data sources to take into account for next year
  - Classroom formative assessment results
  - Classroom summative assessment results
  - Amplified
- According to our feeder intermediate school standardized test data, special education is the lowest performing subgroup.

Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):

Multiple assessments reveal that students with disabilities score below their grade-level peers in both mCLASS math and mCLASS TRC. Students with disabilities in Kindergarten did not meet proficiency in mCLASS math for the following skills: 71% counting, 100% number identification, 85% missing number, and 85% quantity discrimination. Students with disabilities in Grade 1 did not meet proficiency in mCLASS math for the following skills: 75% counting, 75% number identification, 75% missing number, 75% quantity discrimination, and 75% number facts. Students with disabilities in Grade 2 did not meet proficiency in mCLASS math for the following skills: 100% computation, 81% concepts, 100% missing number, 81% quantity discrimination, and 100% number facts. 90% of students with disabilities in Kindergarten, Grade 1, and Grade 2 did not meet proficiency for TRC.

Staff correspondences of SY 18-19 indicated concerns of feeling unequipped to meet the academic needs of students with disabilities in their classrooms. Southwick has 1 full-time special education teacher who act as teacher of record for all 22 students with disabilities currently enrolled. Two instructional assistants provide instructional support for students with disabilities in classrooms. One Speech and Language Therapist, an Occupational Therapist and a school psychologist also provide services to students with disabilities.

Description of key findings for Focus Area 1 (strength or area for growth)

Summary of supporting data for key findings from Focus Area 1

Root causes for key findings from Focus Area 1

Based on a professional development survey, some teachers did not feel equipped to

School meets state LRE Target for inclusion but gaps

Lack of experience and inability to differentiate instruction

meet the academic needs of students with disabilities.	still remain in outcomes data for students with disabilities.  Scores are low for students with disabilities.	
Early identification for special education services	Students are underperforming.	Students exhibit various barriers, such as poverty or language, to name a few, which contributes to low achievement scores. To avoid over identifying students for special education services, time is taken to gather data.
Inconsistency of quality instruction		Poor teacher attendance

## Focus Area 2

Conclusions from data quality check for Focus Area 2:

- The CNA team feels the data collected and utilized to inform focus area 2 is adequate. Without having exact data from the state, it makes it difficult to truly analyze how Southwick is doing compared to other K-2 students in the state of Indiana.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

### English Learner Subgroup Performance

ISTEP+ Proficiency scores indicate that English Learners are below the state average in math and ELA. Over the past three years, there was an initial decline in ELA and MA ISTEP+ Proficiency scores; however, in the 18/19 school year there was an increase in scores.

The majority of a staff focus group at the close of the 2018/2019 school year indicated that they feel somewhat equipped to meet the language and academic needs of EL students. Southwick Elementary School has five full-time EL teachers. They each have a case load of over 40 students. Two of the five EL teachers hold an Indiana EL license. Five para professionals provide instructional support for the English Learners with the most need in the K-2 classrooms.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<ul style="list-style-type: none"> <li>• There was a significant decrease in EL ISTEP+ scores in ELA and Math when the test changed in the 2016/2017 school year</li> <li>• ISTEP+ overall proficiency is well below the state averages</li> <li>• ISTEP+ ELA and MA proficiency scores show a sharp decline from SY 15/16 to 16/17</li> </ul>	<ul style="list-style-type: none"> <li>• From the data shown, English Learners perform at significantly lower rates than their native English speaking peers at all grade levels on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough professional development in best practices for English Learners</li> <li>• Lack of early childhood education</li> <li>• Lack of support at home/outside of school due to language barriers and lack of knowledge</li> <li>• Lack of fluency and immersion in the English language</li> <li>• Lack of prior knowledge in grade level content</li> </ul>

## School Improvement Plan

### Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)



**I. Form a School Improvement Plan development team**

**SIP Development Team Members**

Name	Stakeholder Group(s)	Role(s)
Diamond Robinson	Building Administration	Principal
Megan Cripe	Building Administration	Assistant Principal
Cherish Rochford	Staff	Pre-K Teacher
Kaley Waterman	Staff	Kindergarten Teacher
Jyl Miller	Staff	1 <sup>st</sup> Grade Teacher
Danielle Jones-Brooks	Staff	2 <sup>nd</sup> Grade Teacher
Jeanette Lundeen	Staff	Special Areas Teacher
Chris Brames	Staff	Instructional Coach
Allison Baker	Staff	Rtl Specialist
Molly Bernard	Staff	Student Assistant Specialist
Carolyn Richmond	Staff	Family Group Specialist
Wadner Joseph	Staff	School Improvement Specialist
Emilee Johnson	Staff	EL Teacher
Jim Halstead	Staff	Special Ed. Teacher

Committee's Focus: Special Education

Name	Stakeholder Group(s)	Role(s)
Jim Halstead	Staff	Special Education
Jyl Miller	Staff	1 <sup>st</sup> Grade Teacher
Danielle Jones-Brooks	Staff	2 <sup>nd</sup> Grade Teacher
Cherish Rochford	Staff	Pre-K Teacher

Committee's Focus: English Language Learners

Name	Stakeholder Group(s)	Role(s)
Emilee Johnson	Staff	ELL Teacher
Kaley Waterman	Staff	Kindergarten Teacher

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

### Review of Focus Area 1

Description of Focus Area 1:

*(Click [here](#) to return to the description of Focus Area 1 from the CNA)*

Modified Description of Focus Area 1:

Description of key findings for Focus Area 1 (strength or area for growth)      Root causes for key findings from Focus Area 1

*(Click [here](#) to return to the description of key findings for Focus Area 1 from the CNA)*

*(Click [here](#) to return to the root causes for Focus Area 1's key findings from the CNA)*

Modified description of key findings for Focus Area 1 based on the SIP development team's discussion

Modified root causes for key findings based on the SIP development team's discussion

### Review of Focus Area 2

Description of Focus Area 2:

*(Click [here](#) to return to the description of Focus Area 2 from the CNA)*

Modified Description of Focus Area 2:

<b>Description of key findings for Focus Area 2 (strength or area for growth)      Root causes for key findings from Focus Area 2</b>	
<i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 2 from the CNA)</i>	<i>(Click <a href="#">here</a> to return to the root causes for Focus Area 2's key findings from the CNA)</i>
<b>Modified description of key findings for Focus Area 2 based on the SIP development team's discussion</b>	<b>Modified root causes for key findings based on the SIP development team's discussion</b>

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

#### Description of Core Component: Safe Learning Environment

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?

In 2013-2014 East Allen County Schools began to train Southwick staff for Positive Behavior Instruction & Support (PBIS). This decision was made to assure equity in order for students to achieve social and academic success. We will continue to survey the staff to determine areas of strength and to identify growth areas for which we will provide training. Southwick has an active PBIS team that meets monthly to support and promote positive behaviors based on data. In addition, the PBIS team continues to revise school-wide expectations based on the needs of the building. The goal for this year is to continue to strengthen the implementation and consistency of Tier I interventions. Goals for the year have been determined based upon discipline data from the 2017-2018 school year as well as staff input.

Additionally, Positive Behavior Intervention and Support (PBIS) is embedded into the daily educational process as a way of eliminating poor behaviors and encouraging positive behaviors. PBIS is a proactive approach to behavior management on a school-wide level for creating and sustaining safe and effective schools. PBIS places emphasis on preventing problem behaviors, developing pro-social skills, and using data-based problem-solving for addressing existing behavior concerns.

The key components of an effective school-wide PBIS system involve clearly defining and teaching a set of behavioral expectations, consistently acknowledging and rewarding appropriate behavior, constructively addressing problem behavior, and effectively using behavioral data to assess progress. The ultimate goal is to increase academic achievement and school safety, and establish a positive school climate.

At Southwick, procedures and expectations are exhibited in terms of being caring, respectful, and responsible. Students earn Excellent Eagle tickets for positive behavior, and tickets gain them daily, weekly, monthly, and quarterly rewards for doing the right thing. The Character Counts Pillars are also highlighted monthly, and are used to help students identify lifelong practices that support positive citizenship, responsibility, respect, caring, fairness, and trustworthy behaviors. **Safety School-wide**

**Safety Procedures in Place**

- A.L.I.C.E. (Alert, Lockdown, Inform, Counter, and Evacuate) is trained to all staff
- Positive Behavior Intervention Systems (PBIS) allows us to have a profound focus on the behaviors we want. Posting procedures and visual representations throughout the building in addition to direct teaching of lessons focused on the school expectations promote safety for all students.
- A sensory room is utilized as a Tier 2/Tier 3 proactive intervention for identified students to reduce the amount of time in seclusion.
- Character Counts and anti-bullying lessons are taught by our guidance counselor.
- A secured entrance was installed to restrict building access and all doors remain locked.
- Visitors must ring the doorbell to gain approval for entry then report to the office and sign-in.
- Administrators and several staff members carry two-way radios with them at all times.
- Cameras survey the parking lot and back of the school to monitor activity.
- Telephones are available in each classroom.
- Crisis folders are made for all occupied areas for staff to refer to in case of emergency.
- Tornado, Fire, and A.L.I.C.E. procedures are in place and rehearsed during the school year.
- Badges to identify staff are worn by every East Allen County Schools employee.
- Visitor badges are worn by all authorized guests and volunteers.
- An anti-bullying campaign is implemented to create a safer learning environment. EACS has a 5 year plan to reduce discipline referrals and bullying. This professional development plan helps our guidance counselors and our special education staff understand and are able to design and use a functional behavioral assessment.
- Discipline data is tracked monthly and reviewed with staff members.

**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 *not* help the school address its focus areas?

For Focus Area 1: A safe learning environment helps to foster a healthy school climate and culture by determining supports needed for students with disabilities by using IEP’s and schedules. Students will learn, understand, and practice specific skills they will need in order to stay safe. Activities will be all-inclusive.

For Focus Area 1:  
School safety drills take time away from classroom instruction and can cause stress or anxiety on some students with disabilities. Therefore, it is crucial to consider this when developing emergency procedures. In some cases, students with disabilities may have experienced trauma at a higher rate than their peers. A number of students with disabilities struggle with changes in their schedules and/or could become frightened by school safety drills.

For Focus Area 2:  
A safe learning environment helps to foster a healthy school climate and culture, as well as

For Focus Area 2:  
School safety drills take time away from classroom instruction.

ensuring that all students and teachers feel safe and can focus on learning.

Students may be confused or scared by school safety drills

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.*

Southwick has been a balanced literacy school for several years. In kindergarten through second grade Language Arts and Math, the College and Career Readiness Indiana Academic Standards (CCRIAS) are bundled together to provide a seamless curriculum for all students including interventions and extensions. The instructional practices that are implemented with the core curriculum are research-based and support the achievement of College and Career Readiness Indiana Academic Standards. This includes the required 90 minute reading block. All instructional strategies are based on the analysis of mCLASS data. The teachers provide enrichment and remediation in addition to teaching the state standards.

Core curriculum for grades kindergarten through second grade Language Arts and Math is located on the District share drive in Curriculum Resources. The core curriculum is continually updated by EACS teachers and Instructional Coaches along with bundle feedback from classroom teachers. The curriculum supports the teaching of the College and Career Readiness Indiana Academic Standards. In addition, all teachers have access to our core curriculum on the iPad through Canvas. The most recent work of updating the core curriculum includes integrating the newly adopted WIDA standards for English Learners and DOK activities to deepen learning.

In addition, Southwick uses Moby Max which delivers standards aligned to curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Moby Max applies current and confirmed research about how students think and learn. Waterford is used with selected kindergarten student to support English development and basic language art skills for all students, but especially for our English Learners.

Although Southwick Elementary (as a prek-2nd school) does not administer the ISTEP+ assessment, we use many formative and summative assessments to drive our instruction as described below

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 *not* help the school address its focus areas?

For Focus Area 1: Curricular resources provide a foundation for tiered supports and interventions with a focus on inclusive practices for students with disabilities.	For Focus Area 1: Curricular resources are not differentiated to meet the needs of students with disabilities. Resources support the academic needs of the general education population.
For Focus Area 2: Curricular resources provide a foundation for tiered supports and interventions with a focus on inclusive practices for English language learners.	For Focus Area 2: Curricular resources embed WIDA standards and differentiation based upon EL levels. However, teachers may struggle to determine which resources to use based upon the diversified instructional needs of their class. For example, a kindergarten class may have special education students, EL levels 1 and 2 students, and students well below kindergarten readiness.

### 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.

Amplify: mCLASS Reading 3D- combines the DIBELS Screening and Progress Monitoring in the five Big Ideas in Beginning Reading with an invaluable TRC diagnostic inventory. It fuses the best assessment practices across pedagogical approaches, incorporating focus on phonics, phonemic awareness, and fluency with depth in print concepts, Reading Records, and comprehension measures.

Amplify: mCLASS Math- offers an all-in-one, research-based solution which includes: efficient screening measures of skill proficiency, diagnostic interviews for probing students' mathematical thinking, and progress monitoring tools. With extensive instructional guidance based on results and ongoing professional development for teachers, it is the most complete and useful solution for assessing and teaching math in grades K-2.

Moby Max: MobyMax helps to close learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

District Writing Prompts: Writing prompts are used three times yearly to document growth in each student's writing. It allows teachers to plan mini-lessons which focus on students areas of weakness in writing. The student's prompt is scored using a writing rubric.



Mastering Math Facts: Southwick Elementary School uses a structured program for sequential practice of math facts. The district has established a rubric with grade level requirements for the mastery of facts in a given amount of time. This program includes all four operations including addition, subtraction, multiplication, and division.

4-Week Bundle Assessments (Scantron): 4-week assessments are aligned with the State Academic Standards, CCRIAS, and the school's Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state's ISTEP+ and ECA tests. These short, frequent assessments allow teachers to: check for understanding, tell which students are learning and which need more help chart student progress, adjust teaching methods to achieve better results, and modify the Instructional Calendar as needed for re-teaching or acceleration.

K-2nd Grade WIDA: World Class Instructional Design Assessment: offers the ability to formatively assess our English Learners language development. WIDA helps the classroom teachers' understanding of their EL student's proficiency level.

mClass Testing Data

School year 2011-12 marked the beginning of our K-2 configuration as a primary school. This year's annual performance report will focus mostly on Wireless Generation data (Dibels 3D including TRC & Dibels Math). We will be using the growth data from Wireless Generation from 2016-17 as our baseline.

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?
<p>For Focus Area 1: Formative assessments provide monthly data, and summative assessment provide data three times a year that can be used to inform instruction for students with disabilities. Students with disabilities are provided with instructional and/or testing accommodations as determined by their Individualized Education Plan.</p>	<p>For Focus Area 1: Teachers need further training on knowing the differences between accommodations and modifications used for instruction and assessments.</p>
<p>For Focus Area 2: Formative assessments provide monthly data, and summative assessments provide data three times a year that can be used to inform instruction for English language learners. EL students are provided with instructional and/or testing accommodations as determined by their Individualized Learning Plan.</p>	<p>For Focus Area 2: Teachers need further training on knowing the differences between accommodations and modifications used for instruction and assessments.</p>

## 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?

Southwick is an 8-Step school that also offers 30 minutes of intervention five (5) days a week. The 8-Step Success Time is a time when all students are grouped based upon data. Students are placed into groups according to scores on the specific standard/data point that has been previously assessed. This is in addition to a 90-minute reading block and 45-minute math block where students are given both whole group and differentiated small-group instruction based on ability level. Success Time is based on unit assessments and students are then re-grouped accordingly.

Southwick provides all students with GrapeSEED where they access instruction in language acquisition at their ability level. Students receive iPad time often to integrate technology within lessons. Also, with the guidance of our EACS written curriculum, all teachers at Southwick have a 90-minute reading block placed in their daily schedules which includes a Balanced Literacy Framework with the Daily 5 and CAFÉ strategies.

Southwick Elementary utilizes [Responsive Literacy](#) (Patricia Scharer) and [Who's Doing the Work](#) (Jan Burkins and Kim Yaris) to support professional development in balanced literacy reading instruction. All kindergarten, pre-kindergarten, and EL teachers have been trained to implement the GrapeSEED program to help develop oral language for our English Learners, as well as students who lack proficiency in Standard English.

Staff members receive continued professional development in the areas of reading, writing, and math from instructional coaches. Southwick has implemented CAFÉ' strategies to support the 90 minute reading block of instruction. We will continue to focus on improving staff's understanding of each strategy within the CAFÉ' menu with an emphasis on Question Answer Relationship (QAR) comprehension lesson delivery. Currently, professional development is focusing primarily on balanced literacy, grade level planning, teacher professional growth. In addition, new staff members will be provided half-day trainings on guided reading, CAFÉ', problem solving, 6 traits, mClass testing, etc.

Our English Learner (EL) population has been a significant concern regarding reading comprehension proficiency. GrapeSEED and staff development on specific strategies for English Learners on vocabulary development, reading and writing strategies will continue to be implemented in the 2019-20 school year. Staff will use WIDA Can Do Descriptors and MPI's to provide accommodations for EL students given their language proficiency levels.

Support staff will continue to meet with incoming families to proactively provide needs based assessments. Bowen Center will continue to service students with counseling and behavioral support.

Students are placed in appropriate RtI groups based on benchmark data. These groups are also fluid, using guided reading and/or leveled literacy intervention to meet student needs. This year, we will also be implementing fluid math and writing groups, as needed.

Students with Tier 2 behavior and/or social concerns are identified and met with according to individual student needs by a Behavioral RtI Specialist. The Behavioral RtI Specialist will also work in conjunction with teachers and administration to support the behavioral needs of the building.

### 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?

For Focus Area 1:  
Students with disabilities benefit from clearly stated expectations and lesson objectives. Frequent checks for understanding help quickly identify individual student learning needs. This can be addressed through the gradual release of responsibility and Depth of Knowledge Model (DOK).

For Focus Area 1:  
Current instruction models do not identify where gaps may arise for students with disabilities in addition to how inclusive practices should support the needs of all learners. Many classroom teachers have not received PD or training in best practices for differentiated instruction that do not modify or water down content, lowering expectations for students with disabilities. Much of what we say we want to do instructionally is not being implemented and/or measured with fidelity.

For Focus Area 2:  
English language learners benefit from clearly stated expectations and lesson objectives. Frequent checks for understanding help quickly identify individual student learning needs. This can be addressed through the gradual release of responsibility and Depth of Knowledge Model (DOK).

For Focus Area 2:  
Due to the amount of inexperienced teachers, current instruction may not identify where gaps may arise for English language learners in addition to how inclusive practices should support the needs of all learners. Some teachers new to the profession are lacking tools and training in best practices, such as, differentiated instruction that does not lower expectations for English language learners.

## 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 competency in the school’s educational environment.

Southwick is participating in the Teach Kindness initiative where we will celebrate students and staff uniqueness. We will also focus on different cultures as planned by our Cultural Arts committee. Given the diverse population at Southwick, teachers incorporate cultural awareness into the educational environment. Teachers receive continuous professional development on culturally responsive and trauma-informed best practices. See above (Family Engagement Activities).

## 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?
<p>For Focus Area 1: The cultural competency plan will improve instruction for students with disabilities. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.</p>	<p>For Focus Area 1: Our cultural competency plan does not focus on students with disabilities and does not take into account the unique needs of this subgroup within the targeted groups listed above.</p>
<p>For Focus Area 2: The cultural competency plan will improve instruction for English language learners. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.</p>	<p>For Focus Area 2: Our cultural competency plan does not focus on English language learners and does not take into account the unique needs of this subgroup within the targeted groups listed above.</p>

## 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.*

One of the responsibilities of the School Leadership Team is to coordinate family engagement and outreach. The family group specialist is the key point of contact for studying, planning, and implementing family engagement services and events. Southwick Elementary School continues to search for different avenues to increase parental involvement. At present, communication occurs via:

The district and school website/canvas: which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the Family/Student Handbook, teacher pages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook: distributed in print form to all families at the beginning of the year or upon enrollment;

School Messenger: includes important events, such as parent-teacher conferences, and text alerts when emergencies and/or school delays/cancellations occur;

Personal contacts home (telephone calls, text, email, flyers): staff inform parents of students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent-Teacher/RTI Conferences: held in the fall for all students, as necessary to discuss student academic concerns, and state testing results;

Progress reports: distributed every nine weeks, with interim reports distributed each mid-term; additionally, RTI and Special Education students receive progress reports;

Administrator and Teacher newsletter: distributed via paper format;

School-wide Facebook Page: includes posting information and pictures of school events

Weekly Behavior Progress Report: used to inform parents of their child's behavior as either an A, C, or F week, which includes teacher notes and a space for the parent/guardian signature;

Parent Access to Electronic Grade Book: parents have access to their child's up-to-date grades and comments for each subject

PTO (Parent/Teacher/Organization): parents, teachers, and community partners meet monthly and work collaboratively to plan events to support students and families: academically, financially and for community building.

Current family activities include:

- Monthly PTO meetings: convened by PTO officers;
- PTO-sponsored events: Sweetheart Dance, Glow Dance and Grandparents Day;
- Family Game Night: sponsored by Southwick's Community Partner, Pathway Community Church, where families come together to play games and have dinner;
- Lunch with children: parents/guardians can schedule a time to eat lunch with their child in the cafeteria;
- Volunteers/Chaperones within classrooms and/or field trips: parents/guardians are invited to help chaperone class field trips or classroom activities after passing a background check;
- Muffins with Mom/Donuts with Dad: parents/guardians/special friends are invited to come before school to enjoy breakfast with their child and hear a community speaker;
- Families Learning Together (as funds are available): teacher led events to help families learn about the curriculum being taught, i.e. math night;

Kindergarten Countdown (funded through United Way): students entering kindergarten that have never been to preschool are invited to participate in learning activities, social skills, school procedures, hearing/vision screenings, immunizations and receive backpacks and school supplies to prepare them for kindergarten

Trauma Informed Parent Sessions: assisting parents with identifying, understanding, and strategies for dealing with trauma

### 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?
For Focus Area 1: The family engagement plan encourages parents, including those of students with disabilities, to be active participants in their child's educational experience including conversations about their	For Focus Area 1: Family Engagement activities do not always take into consideration the diverse needs of students with disabilities. This leads to the exclusion of some families of students with disabilities due to a variety

academic, behavioral and social emotional well-being.	of factors (ex: sensory, communication, transportation, etc.)
For Focus Area 2: The family engagement plan encourages parents, including the parents of English language learners, to be active participants in their child's educational experience including conversations about their academic, behavioral and social emotional well-being.	For Focus Area 2: Family Engagement activities do not always take into consideration the diverse needs of English language learners. This leads to the exclusion of some families due to a variety of factors (ex: language barriers, transportation, comprehension, etc.)

### Description of Core Component: Technology

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

The school follows a district technology implementation plan for the school's learning management system, supplemental instruction, and digital citizenship. Teachers participate in continuous professional development in using technology to support instruction. The technology is a tool to supplement instructional practices as well as increase access to education for all students.

### 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 *not* help the school address its focus areas?

For Focus Area 1:  
Technology provides individualized supports for unique student needs, including those of students with disabilities.

For Focus Area 1:  
If not implemented thoughtfully, technology may lead to students working in isolation and reduce student-student communication which is vital in the development of students with disabilities.

For Focus Area 2:  
Technology provides individualized supports for unique student needs, including English language learners

For Focus Area 2:  
If not implemented thoughtfully, technology may lead to students working in isolation and reduce student-student communication which is vital in the development of English language learners

**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?

Southwick Elementary School expanded the pre-school program to three full-day classes making a total of 45 students enrolled for the 2019-20 school year. Kindergarten Countdown is a four-week program that takes place during the summer prior to entering Kindergarten. This program is staffed by certified teachers and paraprofessionals from Southwick. The teachers focus foundational skills taught at the preschool level. There is also a summer refugee program that immerses students in the education system by providing students field trips, instruction, and enrichment.

**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?
<p>For Focus Area 1: Southwick continues to provide a quality pre-school program while assessing student needs and providing resources for all abilities.</p>	<p>For Focus Area 1: While Southwick can only support a certain number of students for our pre-school program, we can better promote other pre-school options to families.</p>
<p>For Focus Area 2: Southwick will continue to advertise and promote Kindergarten Round-Up, Kindergarten Countdown, and the Summer Refugee Program to English language learners.</p>	<p>For Focus Area 2: While Southwick can only support a certain number of students for our pre-school program, we can better promote other pre-school options to families.</p>



**Description of Core Component: High School Graduation Supports (for High 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 promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

**Gap Analysis: High School Graduation Supports**

How will the school’s graduation supports also help the school address its focus areas?	In what ways does the school’s graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: N/A	For Focus Area 1: N/A
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

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

**Evidence-Based Interventions for Focus Area 1**

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

-Curriculum – the district provides curriculum divided into eight bundles containing tiered levels of instructional strategies and product outcomes to support special education students.

- Instruction – Embedded within the district bundled curriculum, there are multiple resources and strategies available for teachers to differentiate instruction as needed for their classes. The Balanced Literacy model also differentiates instruction based on student ability. There is also remediation that takes place in each class two times per day. Special education students receive direct and indirect services each day based upon their IEPs.

- Assessment – Assessments are created by the district and modified per student IEPs and teachers are using formative assessments in their classroom.

- Technology – classroom sets of iPads allows for one-to-one technology use. Technology offers opportunities to tier supports and remediation for student with disabilities.

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:

-The core components as they currently exist are sufficient. However, some teachers may continue to lack understanding of how to utilize assessment data to drive instruction.

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:

**Evidence Based Intervention → Special Education**

1. Southwick SpEd and GenEd teachers will implement differentiated and spiraled instruction to support the needs of all learners.
2. Beginning with the 2019-2020 school year, Southwick will have a consistent, qualified SpEd teacher who will provide quality direct instruction.
3. Southwick's SpEd teacher will meet at least once every three weeks with the assistant director of elementary special education to analyze student data, monitor progress of the special education program and provide professional development.

## Evidence-Based Interventions for Focus Area 2

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

- Curriculum – the district provides curriculum divided into eight bundles containing tiered levels of instructional strategies and product outcomes to support English Language Learners
- Instruction – Embedded within the district bundled curriculum, there are Modified Performance Indicators and multiple resources and strategies available for teachers to differentiate instruction as needed for their classes. The Balanced Literacy model also differentiates instruction based on student ability. There is also remediation that takes place in each class two times per day.
- Assessment – Assessments are created by the district and modified per student ILPs and teachers are using formative assessments in their classroom.
- Technology – classroom sets of iPads allows for one-to-one technology use. The iPads engage English Language Learners through language development programs, listening to reading, and practice speaking answers.

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:

The English Language learning students have complex needs that teachers, both veteran and new to the profession, are continuously striving to understand. Curriculum, instruction, and assessment all need to be modified and individualized to meet Southwick's demographic needs. Teachers are continuously learning best practices to meet these diverse needs and this process is taking time. After analysis of resources, it is not a lack of resources that exist, but rather a process of implementation that is continuing to change with our demographics.

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:

### **Evidence-Based Interventions for ELL**

- 1.GrapeSEED – a research-based language development program. All Kindergarten students will have exposure to levels one through five of the program.
- 2.Continuous professional development among classroom teachers and ELL teachers to understand components of student ILPs and best practices for modifying and adapting curriculum and assessment.
- 3.Direct and indirect services for all English Language students from certified ELL teachers and paraprofessionals.

## V. Design a professional development plan

### SIP Goals:

Goal: All Southwick Elementary students will increase their reading level with a focus on accuracy and comprehension across the curriculum. Benchmark: 55% of Southwick students will demonstrate proficiency in their text reading and comprehension (TRC).						
Support Data (List sources from profile used in selecting the goal): See attached data.		Standardized Assessments: mCLASS TRC reading level, WIDA Access  Prince Chapman Academy's ILEARN and ISTEP data.		Local Assessments: Comprehension Tests, Moby Max, and Lexia.		
Intervention # 1: Students will receive instruction in the use of decoding, comprehension, and fluency strategies in a variety of settings across the curriculum.				Research/Best Practice: Balanced Literacy Model (Ohio State), Research-based District Curriculum, Moby Max, Waterford Early Learning, CAFÉ, Daily 5, QAR, and DOK.		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will implement the balanced literacy framework that is appropriate for their grade level including the 90 minute reading block.	Staff	2019	2022	District Curriculum, Leveled readers, Café Menu, Daily 5 Book, Anchor Charts, etc.	Walk-Throughs, Observations, Environmental Checklist, Coaching Conferences
2	Staff will provide the students with opportunities to respond to literature both orally and in written form.	Staff	2019	2022	District Curriculum, QAR, DOK, Thinking Maps, Anchor Charts, Daily 5 Book, etc.	Walk-Throughs, Observations, Environmental Checklist, Coaching Conferences
3	Students will be given the opportunity to use Moby Max and/or Lexia as an electronic tutorial in the area of reading.	Staff	2019	2022	Computers, Moby Max, Waterford Early Learning Program, Lexia	Computer Lab Schedule, Bi-Weekly and Quarterly Reports
4	Staff will participate in training/collaboration with the instructional coaches regarding balanced literacy with a focus on data driven instruction.	Staff	2019	2022	District Curriculum, Professional Resources, Data Smekens PD videos	Walk-Throughs, Observations, Meeting Agendas, Pre/Post Conferences, Data Meetings

5	Designated staff will work with small groups of struggling/special needs students on reading comprehension strategies using the following programs: Leveled Literacy Intervention (LLI), Guided Reading, and Lexia.	Staff, Rtl Teachers, Reading Specialist, Special Education	2019	2022	Program materials, Teacher resources, etc.	Walk-Throughs, Observations, Data Collected, Pre/Post Conferences, Data Meetings
6	Staff will use the WIDA can do descriptors in order to teach content standards to EL students.	Staff, District EL coordinator, EL Teachers, Paraprofessionals, EL Instructional Coach	2019	2022	District Curriculum, WIDA descriptors	Walk Throughs, Observations, Data Meetings, Pre/Post Conferences

Goal: All Southwick Elementary students will increase their reading level with a focus on accuracy and comprehension across the curriculum. Benchmark: 55% of Southwick students will demonstrate proficiency in their text reading and comprehension (TRC).						
Support Data (List sources from profile used in selecting the goal):		Standardized Assessments: mCLASS TRC reading level, WIDA Access  Prince Chapman Academy's ILEARN and ISTEP data.		Local Assessments: Comprehension Tests, Moby Max, and Lexia.		
Intervention # 2: Students will receive opportunities to participate in a variety of reading programs that include incentives to promote increased use of reading strategies.				Research/Best Practice: Waterford Early Learning Program, Compass Odyssey, Parental involvement, and Incentive Programs		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will work on comprehension with their teacher and parents to complete school-wide reading program to receive office recognition.	Staff, Students, Parents	2019	2022	Prizes, Reader's Logs, Leveled Readers	Observations
2	Staff will set reading goals with their students to encourage reading in the home which will be rewarded through the school-wide reading program (all students/staff).	Staff, Students, Parents	2019	2022	Leveled Readers, Guided Reading Goals	Observations
3	Students will participate in the Read Across America Day by simultaneously reading for a given amount of time. During this day, staff will plan exciting activities to compliment this special event held in March.	Staff	2019	2022	Internet, Books, Activities	Student and Staff Participation
4	Students will be encouraged to participate in the Tin Caps Reading Program by staff if available.	Staff and Students	2019	2022	Books, Charts, Tickets	Completion of the requirements for the Tin Cap's tickets

Goal: All Southwick Elementary students will increase their reading level with a focus on accuracy and comprehension across the curriculum. Benchmark: 55% of Southwick students will demonstrate proficiency in their text reading and comprehension (TRC).						
Support Data (List sources from profile used in selecting the goal):		Standardized Assessments: mCLASS TRC reading level, WIDA Access		Local Assessments: Comprehension Tests, Moby Max, and Lexia.		
Intervention # 3: Students will receive assistance with reading strategies from their parents and community members as information and resources are provided.				Research/Best Practice: Parental Involvement, Summer Reading Program		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Teachers will send leveled readers home with students to read with parents.	Staff	2019	2022	Community Member / Local Agency, Parents	Completed Summary of the community/agency or parent visit
2	The school will provide information regarding the local summer reading program at the Allen County Public Library.	Administrator, School Librarian, and Local Librarian	2019	2022	Schedule of program information	Schedule of program information
3	Students, parents, and community will be invited to participate in a "Family Literacy Night". In addition, families are invited to participate in a community program "Project Reads" through Allen County Education Partnership.	Family Literacy Night Committee (Students, Staff, Parents, Project Reads Staff)	2019	2022	Presenter (Author or Storyteller), Refreshments, Tutoring Sessions, Child Friendly Activities	Attendance
4	Second grade students will participate in a Real Men Read Initiative in partnership with United Way. Men from the community will come for several sessions to read to the students and discuss the importance of learning to read.	EACS Title I office, 2 <sup>nd</sup> grade teachers, Administrator	2019	2022	A book for each child	Schedule of dates
5	The administrators and staff will provide reading comprehension tips in the monthly and parent newsletters and the school website to help encourage parents.	Administrator, Staff	2019	2022	Newsletters, Canvas, Websites, Comprehension Tips	Copies of Newsletters, List of Websites

Goal: All Southwick Elementary School students will improve in overall math skills according to mCLASS math measures with a focus on computation and problem solving. Benchmark: 50% of Southwick students will demonstrate mCLASS math skills by scoring in the strategic or benchmark levels based upon mCLASS math measures.						
Support Data (List sources from profile used in selecting the goal): mCLASS math		Standardized Assessments: mCLASS overall math scores		Local Assessments: Topic Tests, Math Skills Tests, Daily Math Review, Problem Solving Rubrics, Math Fact Tests, Scantron		
Intervention # 1: Students will receive instruction in the use of math skills in a variety of settings across the curriculum.				Research/Best Practice: Marcy Cook, Balanced Math Program, Research-based District Curriculum, Moby Max, Envision Math Series, Do the Math		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will implement the Balanced Math framework that is appropriate for their grade level.	Staff	2019	2022	District Curriculum, Balanced Math Training Manuals, Envision Math Series	Walk-Throughs, Observations, Environmental Checklist
2	Staff will provide the students with opportunities to practice mCLASS math and Daily Math Reviews in verbal form (kindergarten) and with an emphasis on written form (1 <sup>st</sup> and 2 <sup>nd</sup> grade).	Staff	2019	2022	District Curriculum, Math Notebooks, Daily Math Review, Progress Monitoring	Walk-Throughs, Observations
3	Students will be given the opportunity to practice timed math facts 2-3 times a week with positive incentives upon meeting goals.	Staff	2019	2022	District timed tests, iPad apps, flashcards	Environmental Checklist
4	Staff will participate in professional development/collaboration with the instructional coach and administration regarding the district Math curriculum.	Staff	2019	2022	District Curriculum, Professional Resources, Data	Walk-Throughs, Observations, meeting agendas
5	Staff will provide students with opportunities to learn and use the 5 problem solving steps with an emphasis on step 5 (reflect and explain).	Staff	2019	2022	PD handouts, Problem Solving posters	Walk-Throughs, Observations, Environmental Checklist



6	Staff will increase small group instruction time within math blocks to provide interventions for struggling students.	Staff	2019	2022	Hands-on materials, dry erase board activities, visual aids, Marcy Cook, Envision Intervention Kits	Walk-Throughs, Observations
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Goal: All Southwick Elementary School students will improve in overall math skills according to mCLASS math measures with a focus on computation and problem solving. Benchmark: 50% of Southwick students will demonstrate mCLASS math skills by scoring in the strategic or benchmark levels based upon mCLASS math measures.					
Support Data (List sources from profile used in selecting the goal): mCLASS math		Standardized Assessments: mCLASS overall math scores		Local Assessments: Topic Tests, Math Skills Tests, Daily Math Review, Problem Solving Rubrics, Math Fact Tests, Scantron	
Intervention # 2: Students will receive assistance with math skills from their parents and community members as information and resources are provided.				Research/Best Practice: Parental Involvement	
	Activity	Person(s) Responsible	Timeline		Resources
			Beginning	End	
1	Students will be given opportunities to become aware of the significance of math skills through parental Involvement during Title I Nights and community members/local agencies visiting the classroom.	Staff	2019	2022	Community Member / Local Agency, Parents
2	Students are given the opportunity to access Moby Max at home in order to work on prescribed lessons at their own level in math.	Staff	2019	2022	Internet Access, Moby Max
3	During Title I Nights/ Newsletters teachers or administrators will provide parents with tips to promote student success.	Teachers	2019	2022	Parent Resources

Goal: All Southwick EL students will improve their speaking proficiency skills.  
 Benchmark: 45% of Southwick EL students will be at or above a level 3 speaking proficiency based upon ACCESS scores.

Support Data (List sources from profile used in selecting the goal): ACCESS 2.0 scores	Standardized Assessments: ACCESS 2.0	Local Assessments: WIDA speaking rubric
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Intervention # 1: Students will continue the use of GrapeSEED for all Kindergarten students and selected 1<sup>st</sup> and 2<sup>nd</sup> grade students as measured by listening and speaking proficiency levels. Research/Best Practice: GrapeSEED

	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Designated staff will implement the GrapeSEED program.	Trained Staff- Kindergarten teachers, EL teachers, EL paraprofessionals	2019	2022	GrapeSEED	Walk-Throughs, Data Collected, and Observations
2	Designated staff will participate in training/collaboration with GrapeSEED administration.	Trained Staff- Kindergarten teachers, EL teachers, EL paraprofessionals	2019	2022	Data, GrapeSEED extensions	Observations, Meeting agendas
3	Staff will provide students with opportunities to use GrapeSEED in the general education classroom.	Teachers	2019	2022	GrapeSEED materials, EEE packs	Observation, Walk- Throughs

Goal: All Southwick EL students will improve their speaking proficiency skills. Benchmark: 45% of Southwick EL students will be at or above a level 3 speaking proficiency based upon ACCESS scores.					
Support Data (List sources from profile used in selecting the goal: ACCESS 2.0 scores)		Standardized Assessments: ACCESS 2.0		Local Assessments: WIDA speaking rubric	
Intervention # 2: Students will use REP materials daily.				Research/Best Practice: GrapeSEED, REP materials	
	Activity	Person(s) Responsible	Timeline		Resources
			Beginning	End	
1	Students will be given opportunities to listen to REP during the school day.	Classroom Teachers	2019	2022	GrapeSEED, REP materials

Goal: All Southwick EL students will improve their speaking proficiency skills. Benchmark: 45% of Southwick EL students will be at or above a level 3 speaking proficiency based upon ACCESS scores.						
Support Data (List sources from profile used in selecting the goal): ACCESS 2.0		Standardized Assessments: ACCESS 2.0		Local Assessments: WIDA speaking rubric		
Intervention # 3: Students will receive individual speaking instruction as identified in ILP's provided by EL teachers and paraprofessionals.				Research/Best Practice: GrapeSEED, Vocabulary development in Guided Reading		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will receive speaking instruction based on ILPs.	Teachers, EL teachers, EL paraprofessionals, RTI specialists	2019	2022	GrapeSEED, Guided Reading, Vocabulary Strategies, Data, ILPs, Themed Units	Observations, Walk-throughs,
2	Students will be given the opportunity to practice their speaking throughout the day.	Staff	2019	2022	GrapeSEED, REP materials,	WIDA Can Do Descriptors, Observations, Walk-throughs, Classroom Participation
3	Teaching staff will provide parents with tips for working with their children on speaking English at home.	Teachers	2019	2022	Parent Resources, Families Learning Together, Newsletter	Copies of newsletters given

**Professional Development Plan**

**Staff Development Outcome**

**Measure of Effectiveness**

**Student Outcome**

<ul style="list-style-type: none"> <li>All teachers will implement the Balanced Literacy and Balanced Math frameworks</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans will reflect implementation of Balanced Literacy and Balanced Math</li> <li>Use of data to identify students' needs</li> <li>Observation/ walk-throughs</li> </ul>	<p>Students will increase proficiency in TRC and mCLASS math.</p>
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Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	<ul style="list-style-type: none"> <li>Whole staff, grade level, individual training on implementation of Balanced Literacy and Balanced Math</li> <li>Weekly collaboration- data used to guide intervention groups</li> <li>Continuous Book Study: <u>Daily 5, CAFÉ', and The Next Step Forward to Guided Reading, Interactive Writing, Who's Doing the Work</u></li> <li>Summer trainings- Literacy Retreat (as available)</li> <li>Visible Learning-district &amp; building wide research study</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Observations</li> <li>Visual display of learning (walls)</li> <li>Data walls</li> <li>CAFÉ' board</li> <li>6 Traits board</li> </ul>	<ul style="list-style-type: none"> <li>Professional books</li> <li>Professional DVDs and electronic videos</li> <li>Observing other teachers</li> <li>Professional Development</li> <li>Smekens PD videos</li> </ul>	<p>2019-2020 School Year Continuous review during weekly collaboration</p>
Model/ Demonstration	<ul style="list-style-type: none"> <li>Modeling/demonstrating by Instructional Coach</li> <li>Teacher viewing DVDs/videos that model best literacy practices</li> <li>Observe colleagues/instructional coach modeling lessons</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observations by principal, assistant principal, and instructional coach</li> <li>Walk-through data</li> </ul>	<ul style="list-style-type: none"> <li>Professional DVDs/videos</li> <li>Student work</li> <li>Teacher's observations of students</li> <li>Smekens PD videos</li> </ul>	<p>2019-2020 School Year</p>
Low-risk Practice	<ul style="list-style-type: none"> <li>Instructional Coach observe teachers and give feedback with a pre/post conference</li> <li>Dialogue with instructional coach</li> <li>Peer to Peer modeling</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Student work</li> <li>Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Reading/Rtl Specialists</li> <li>Professional Books</li> <li>Self-reflection</li> <li>DVDs</li> <li>Smekens PD videos</li> </ul>	<p>2019-2020 School Year</p>
On-the-job Practice	<ul style="list-style-type: none"> <li>Independent implementation of Balanced Literacy and Balanced Math</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue with principal, assistant and instructional coaches</li> <li>Self-reflection</li> <li>Lesson plans</li> <li>Student work</li> <li>Agenda board</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Professional Books</li> <li>Self-reflection</li> <li>Smekens PD videos</li> </ul>	<p>2019-2020 School Year</p>
Follow Up	<ul style="list-style-type: none"> <li>Teachers' reflection of Balanced Literacy and Balanced Math practices</li> <li>Principal/assistant principal formal evaluations</li> <li>Meetings with Instructional Coach</li> <li>Weekly collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue with principal, assistant and instructional coach</li> <li>Self-reflection</li> <li>Lesson plans</li> <li>Student work</li> <li>Agenda board</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Professional Books</li> <li>Smekens PD videos</li> </ul>	<p>2019-2020 School Year</p>
Long Term Maintenance	<ul style="list-style-type: none"> <li>Ongoing training for whole group and small group</li> <li>Colleague support/peer coaching</li> <li>Teacher training</li> <li>Revisit Reading and Math frameworks as needed</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Improved test scores mCLASS</li> <li>Lesson plans</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Professional Books</li> </ul>	<p>2019-2020 School Year</p>

	<ul style="list-style-type: none"> <li>Weekly collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection</li> <li>DVDs/videos</li> <li>Smekens PD videos</li> </ul>	
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Staff Development Outcome		Measure of Effectiveness		Student Outcome	
<ul style="list-style-type: none"> <li>Teachers will learn how to use data from formal and informal assessments to drive instruction.</li> </ul>		<ul style="list-style-type: none"> <li>Scores from mCLASS</li> <li>Progress monitoring</li> <li>Student work</li> <li>Observations</li> <li>ACCESS scores</li> </ul>		<ul style="list-style-type: none"> <li>Students will apply what has been learned in their daily reading and writing work.</li> <li>Students will apply math and language arts skills.</li> </ul>	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	<ul style="list-style-type: none"> <li>Whole staff, grade level, and individual training on using formal and informal assessments for Balanced Literacy and Balanced Math</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> <li>EL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Data meetings</li> <li>Observations</li> <li>Conversations</li> <li>Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> <li>Reading/Rtl Specialists</li> <li>Professional books, DVDs/videos, etc.</li> <li>Assistant Principal</li> </ul>	2019-2020 School Year Monthly collaboration & training
Model/ Demonstration	<ul style="list-style-type: none"> <li>Teachers will attend training offered by the district and Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> <li>EL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Conversations</li> <li>Sign-in sheet</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> <li>Teachers</li> <li>Formal and informal assessments</li> <li>Assistant Principal</li> </ul>	2019-2020 School Year
Low-risk Practice	<ul style="list-style-type: none"> <li>Teachers will administer the assessments with the assistance of the Instructional Coach or Reading/Rtl Specialists as needed</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> <li>EL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring</li> <li>Daily Math Review (DMR)</li> <li>Daily Language Review (DLR)</li> <li>Data meetings</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> <li>Teachers</li> <li>Formal and informal assessments</li> <li>Assistant Principal</li> </ul>	2019-2020 School Year
On-the-Job Practice	<ul style="list-style-type: none"> <li>Teachers will administer the assessments independently- Reading 3D, mCLASS Math, and Amplify mCLASS Scantron</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> <li>EL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Improved test scores (mCLASS)</li> <li>Progress monitoring</li> <li>Daily Math Review (DMR)</li> <li>Daily Language Review (DLR)</li> <li>Data meetings</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> <li>Formal and informal assessments</li> <li>Assistant Principal</li> </ul>	2019-2020 School Year
Follow Up	<ul style="list-style-type: none"> <li>Teachers' reflection of Balanced Literacy and Balanced Math assessments</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Rtl Specialists</li> <li>Classroom Teachers</li> <li>EL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Improved test scores</li> <li>Progress monitoring</li> <li>Daily Math Review (DMR)</li> <li>Daily Language Review (DLR)</li> <li>Data meetings</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> <li>Formal and informal assessments</li> <li>Assistant Principal</li> </ul>	2019-2020 School Year
Long Term Maintenance	<ul style="list-style-type: none"> <li>Colleague support</li> <li>Ongoing training and review</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Improved test scores</li> <li>Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coach</li> </ul>	2019-2020 School Year

	<ul style="list-style-type: none"><li>• Data meetings</li><li>• Teacher training</li></ul>	<ul style="list-style-type: none"><li>• Instructional Coach</li><li>• Rtl Specialists</li><li>• Classroom Teachers</li><li>• EL Teachers</li></ul>	<ul style="list-style-type: none"><li>• Daily Math Review (DMR)</li><li>• Daily Language Review (DLR)</li><li>• Data meetings</li><li>• Observations</li><li>• Principal evaluation</li></ul>	<ul style="list-style-type: none"><li>• Formal and informal assessments</li><li>• Assistant Principal</li></ul>	
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