SOUTHWOOD ELEMENTARY

School Improvement

Plan

2023-2024

SES TEAMS

Social/Events (As Needed)   Reading (As Needed)   PLC's (Every Tuesday)
Jane Kendall   Anne Wells   All Teachers
Karen Vanderpool   Lisa Fadil
Sydney Chamberlain   Karin Tart
Jennifer Finney   Kelly Bare
Alissa Deeter   Amber Sweet
Amber Sweet   Natalie Unger
Chelsie Kirtlan   Stephanie Andrews
Erica Tyson   GayLynn Hobbs
GayLynn Hobbs   Megan Wright

Math(As Needed)
Tere Smith
Patty Steele
Karen Vanderpool
Sydney Chamberlain
Jennifer Finney
Shelby Drake
Mary Norman

PBIS (1st Wed of Month)   Safety (As Needed)
Alison Monce   Grant Langebartels   Chad Andrews
Alison Monce   Matt Denney   Kim Weaver
Ronda Dubuque   Patty Steele   Chris Stefanatos
Valerie Law   Lisa Fadil   Casey Stouffer
Jane Kendall   Valerie Law
Dani Bassous   Amanda Eviston
Mary Norman   GayLynn Hobbs
Chris Stefanatos   Megan Wright

Learning Team/School Improvement   Technology (As Needed)
Tere Smith   Bailey Roberts
Valerie Law   Matt Denney
Alissa Deeter   Dani Bassous
Matthew Schmidt   Erica Tyson
Natalie Under
Stephanie Andrews
Chris Stefanatos
Casey Stouffer

Metropolitan School District of Wabash County

Southwood Elementary School

MSD Mission

Inspiring a community of learners to discover and achieve their passion and potential.

MSD Vision

We are innovators and thinkers that are successful in life and enrich the lives of others. We are…

1. Creative problem solvers
2. Driven to take initiative and ready to roll up our sleeves to get the job done
3. Resilient and unafraid to fail…Try – Fail – Learn – Try Again!
4. Self-reliant
5. Ethical, honest, and trustworthy

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Narrative Description of School

Southwood Elementary, part of the Metropolitan School District of Wabash County, is located in a rural setting approximately four miles south of Wabash, the county seat of Wabash County, Indiana.   As of December 2018 43 % of the students at Southwood Elementary receive free or reduced price lunches and textbook assistance.

The Southwood Elementary building opened in 1965. The structure underwent complete renovation in 1995-96 with the addition of six classrooms. The school is in its second year of reconfiguration. It now is a K-6 building with an enrollment of 510 students.

Southwood Elementary staff consists of a principal, twenty-five classroom teachers, three resident special education teachers, eighteen instructional assistants, a full time nurse, a full time guidance counselor, two Reading teachers, a part-time high ability teacher and aide, a speech/language specialist, and a shared school psychologist.

As a result of our data analysis, increased reading achievement continues to be a major goal at Southwood Elementary. The 90-minute Literacy Block has been enhanced by proving additional training to classroom teachers and instructional assistants, providing on site reading teachers and the services of a reading coach, and by implementing benchmarking and leveled reading. Reading non-fictional and informational text has become increasingly important.

Southwood Elementary adheres to the adopted curriculum of MSD of Wabash County. The curriculum is formally reviewed and modified on a subject-by-subject basis as we move towards a digital curriculum. The College and Career Ready standards serve as the framework around which our curriculum is developed. The curriculum may be viewed on the MSD webpage at www.msdwc.k12.in.us.

The motto of Southwood Elementary is Learning and Growing everyday, Achieving the Knight Way.

Name and Description of assessments in Addition to ILEARN

A variety of both formative and summative assessments are utilized at Southwood Elementary School in addition to ILEARN and IREAD-3. The summative assessments are long term in nature and help us look at student academic gains over the long term. The formative assessments are short-term and inform our instruction of students. Many of the formative assessments are used to progress monitor students in the RtI (Response to Intervention) process.

Summative assessments include:

- Fountas and Pinnell Reading Benchmark Assessments- This assessment is given to students three times per year. It is administered on an individual basis and is more comprehensive than the running records, although it follows the same format. The Benchmark Assessments include comprehension questions in addition to the text decoding assessed in running records. The Benchmark Assessments are aligned to the Fountas and Pinnell Text leveling system, which we use to place students in reading material that is appropriate to their reading level.
- ILEARN- This assessment is given to grades 3-5 in both English/ Language Arts and Mathematics. 4th and 5th graders are tested in Science. 5th graders are tested in Social Studies
- IREAD-3- This assessment is given to our third grade students in March each year. It assesses their reading ability and determines if they are ready to access fourth grade reading curriculum.

Formative/Progress Assessments include:

- Star Early Literacy Test- This assessment is given to students in kindergarten and first grade three times per year on the computer. The results show each student as being an "Emergent Reader", "Transitional Reader", or "Probable Reader". Each child's strengths and weaknesses in the following areas are reported: general readiness, graphophonemic knowledge, phonemic awareness, phonics, comprehension, structural analysis, and vocabulary.

- Common Assessment-Each grade level have developed common assessments on essential standards that help us develop what our intervention times will look like.

- NWEA- NWEA assessments in reading, ELA, and Math is given to grades 3-5 students three times per year on the computer. It shows how students are meeting and growing towards the College and Career Indiana State Standards.

- Reading Running Records- Reading Running Records are given individually to students as a part of their small group reading instruction. They measure the student's ability to decode text. These running records help us plan for student instruction as they give us an indication if the text being used is on the student's independent reading level, the instructional reading level, or if the text is too challenging for the child. They can also be analyzed to determine what types of errors the student is making and what text clues they are able to use- structural, meaning, and/or syntax.

Southwood Elementary Little Knights Preschool

Goals and Annual Review

Philosophy

We believe that children learn best when they feel safe, build loving relationships, and are allowed to explore their world through play. We provide rich opportunities that foster children's natural curiosity. Children should participate in fun, playful activities that improve gross and fine motor skills, foster positive social interactions, and build a knowledge foundation for future educational and life experiences. We believe that each child is an independent person with likes, dislikes, interests, and opinions about their world and deserve to be heard and allowed to investigate their curiosities. They are part of a family and a larger community, and adults should work together to provide the best possible care for each child.

Goals for 2022-23

- Fill at least one classroom to capacity (18 students) for the school year.
- Retain 100% of current Little Knights Preschool staff.
- Maintain Paths to Quality Level 3.
- Identify any students with special needs and work to provide for those needs in all ways.

Annual Review of Goals

Our Little Knights Preschool program at Southwood Elementary will be reviewed annually by parents and all staff members (principal/director, teacher(s), and instructional assistant(s)) through the use of surveys, which will inform decision making for the program in the following year.

	Southwood Elementary Elementary **Strategic and Continuous School Improvement Plan** **READING**
Goal 2023-2024	**SCHOOL WIDE IMPROVEMENT GOAL:** 90% of the students will meet or exceed their Benchmark level goal in grades K-3 by the end of the 2023-2024 school year.

Current Assessment Data		
Our Current Reality	**Percent Reading at Fountas & Pinnell Grade Level Benchmark Spring 2021**	**Percent Reading at Fountas & Pinnell Grade Level Benchmark Spring 2022**
Kindergarten	70%	87%
Grade 1	72%	60%
Grade 2	63%	60%
Grade 3	80%	64%

ILEARN E/LA Areas of Greatest Concern:
- Literary Text
- Nonfiction/Informational Text

Strategies & Action Steps	**Who is Responsible?**	**When will it be completed?**
Teach intentional instruction of Comprehension Strategies: inferring, sequencing, cause/effect, fact/opinion, questioning – through Reader's Workshop approach and Harcourt Storytown	Classroom teachers and Title I personnel	Ongoing
Use of Guided Reading Instruction Strategies during the reading block	Classroom teachers, SES staff, Title I	Ongoing
Classroom Language Lessons with a focus to improve the five pillars of reading (phonics, phonemic awareness, vocabulary, comprehension, fluency)	Speech/Language Therapist and Classroom teachers	Ongoing

Interventions

Intervention	Grade(s)	Tier	Frequency	Duration
Leveled Literacy	K-3	2	5 days/week	30 minutes
Read Naturally	2-5	2	4-5 days/week	30 minutes
Wilson Reading	2-5	3	5 days/week	45 minutes
Fundations	K-1	3	5 days/week	30-45 minutes
Visualizing/Verbalizing	K-5	2	4-5 days/week	30-45 minutes
Seeing Stars	K-3	2	4-5 days/week	30-45 minutes
Phonemic Awareness Groups	K	1	Once a week	30 minutes
ITRI	3	2	1-2 times/week	30 minutes
Additional Guided Reading Groups	K-3	2	5 times/week	30 minutes

Assessment Plan

Formative Assessments	Progress Monitoring	Summative Assessments
STAR Early Literacy (K-1)	Running Records	Alpha Time Test
NWEA	Fountas & Pinnell Benchmark Assessments	ILEARN
Fountas & Pinnell Benchmark Assessments	Conferring with Readers	IREAD-3
Running Records		
STAR Reading		

Grade Level Goals

Our goal is for each child to be reading at grade level or above (as determined by the attached chart). Students who do not meet that criterion on benchmark assessments are discussed at collaboration meetings to determine the best method of intervention instruction.   Progress monitoring occurs frequently to measure growth and progress within the intervention.

*Effective 2023-2024 school year, students in grades K-3 will be benchmarked 3 times per year to measure reading progress. The first assessment will be given at the start of school. The second benchmark assessment will be administered in December, and the third in May. The final assessment will be in May. The start of school benchmark data will determine guided reading and intervention groups for the following school year. Adjustments will be made after each benchmark period.

*See Grade Level Goals on following pages

Professional Development
Core Professional Development: The literacy coach works with teachers to implement research based comprehension strategy instruction. This occurs through collaborative planning, teaching model lessons, reflective communication following lessons, and data collection and monitoring.
Intervention Professional Development: LLI and Read Naturally training were provided from hired program trainers. Collaborative discussions regarding these programs are ongoing. Verbalizing and Visualizing training/Seeing Stars/Wilson Reading training was provided by hired trainers.
Assessment Professional Development: Teachers and instructional assistants were provided training on administering and scoring using the Fountas & Pinnell Benchmark Assessment Kit. Ongoing training provided as needed. Teachers will receive a refresher on taking and analyzing a running record. Teachers will receive training on using Running Records to inform instruction.

Parent/Guardian Communication
Weekly/monthly newsletters inform parents of Reading Strategies being taught and the reasoning behind it. Grades K-3 will have a standards based report card. Family reading night. Information on benchmarking will periodically be sent to parents informing them of their child's reading level and progress. Parent Teacher Conferences will be held in October to inform parents of their child's progress.

Southwood Elementary			
Strategic and Continuous School Improvement Plan			
Reading/Language Arts			

2023-2024 Goal	Students in grades 3-5 will meet or exceed 90% ILEARN passing rates for ELA. 70% of students in grades 4-5 will show typical and/or high growth for ELA.		
ILEARN Data			**Academic Standards**
Current Reality	**Percent Passing** **E/LA Spring** 2020-2021	**Percent Passing** **E/LA Spring** 2021-2022	Areas of Strengths and Concerns
5th Grade ILEARN	45%	47%	Strengths: Writing Applications Concerns: Nonfiction and Literature
4th Grade ILEARN	58%	69%	
3rd Grade ILEARN	49%	47%	
3rd Grade IREAD	94%	93%	
Goals	**Strategies**		**Remediation Plan/Interventions**
• To increase students' access and exposure to informational text	• Increase informational text in the school and class library by 10% • Increase time spent on writing • Work on reading/writing in other content areas.		

Southwood Elementary
Strategic and Continuous School Improvement Plan
Mathematics

2023-2024 Goal	Students in grades 3-5 will meet or exceed 90% ILEARN passing rates for Math.
	70% of students in grades 4-5 will show typical and/or high growth for Math.

ILEARN Data			Academic Standards	
Current Reality	**Percent Passing** Math Spring 2020-2021	**Percent Passing Math Spring** 2021-2022	Areas of Strengths and Concerns
5th Grade ILEARN	47%	43%	Strengths: Problem solving
4th Grade ILEARN	43%	57%	Concerns: Geometry, measurement, number sense
3rd Grade ILEARN	70%	66%	

Goals	Strategies	Remediation Plan/Interventions
• Identify best practices toward math instruction and utilizing that time	• Curriculum adoption and PD implementation • Bring in real world examples for problem solving • Use technology for regular drill • Focus on essential skills and intervene/common assessments	

College and Career Development

All students at Southwood Elementary are encouraged to plan and think about post-secondary education goals and plans. Each grade level participates with our local community foundation. The Community Foundation of Wabash County works with students/families and our teachers to motivate students earn money for college 529 plans by completing school work. Fourth grade takes a trip to our local vocational school, Heartland Career Center, each year. 2nd-3rd grade visits Manchester University.

Safe and Disciplined Learning Environment
Plan for Developing Healthy, Caring and
Responsible Children

Southwood Elementary acknowledges that students achieve better in a environment in which they feel safe. Toward this end we have:

- Discipline plans and procedures which follow state and federal law
- A corporation level and a building level **School Safety Team**
- A corporation level and a building level **School Safety Plan**
- A corporation level and a building level **Crisis Intervention Plan**
- Trained School Safety Specialist on site (principal, nurse, a classroom teacher)
- Miss Manners; teaches manners and civility
- Conflict Resolution
- Peer Mediation
- Safety drills for fire, tornado, and Lock Down are practiced routinely
- Safe School Helpline for anonymous reporting of potential problems
- Video cameras in strategic parts of the building
- Identification Tags for students and staff
- A trained counselor is available to all students to deal with personal issues and to teach conflict resolution, social skills, and anger management
- New Staff orientation
- Anti-bullying Program
- PBIS implemented in August 2010 establishing procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior.
- Students held to a high standard of behavior:
- The Knight Way-Responsible, Respectful, Safety
- Knight Notes awarded to students who exhibit these traits
- Copy of the note is sent home; additional copy is posted by the classroom
- Information on YMCA programs is sent to parents
- Student and Staff assistance through the Bowen Center
- Career and College readiness; Wabash County Promise
- Kids Hope mentorship

Parent/Guardian will be informed of strategies to help promote student involvement in outside of school activities in the following manner:

Information will be shared in the monthly school newsletter and the weekly classroom newsletter.

Information will be shared on the school Facebook/Twitter page.

Parents will have an opportunity to get information and ask questions at any time as well as Open house, Parent nights, PTO meetings, P/T Conferences throughout the year.

Southwood Elementary

Strategic and Continuous School Improvement Plan

Attendance

Goal 2023-2024	SCHOOL WIDE IMPROVEMENT GOAL: Students will maintain and/or increase the attendance rate at 97% for the 2023-2024 school year.

Current PBIS Data

Our Current Reality	
2021-2022	95.3%
2020-2021	95.4%
2019-2020	95.6%

Strategies & Action Steps	Who is Responsible?	When will it be completed?
Maintain accurate attendance records	Secretary	Daily
Supply parents with guidelines from the school nurse to help parents make decisions on when a child is too ill to attend school and when to return to school after an illness.	Director of Health Services	Registration
Identify students who are frequently absent/tardy per policy in the student handbook	Homeroom teacher	On going
Attendance/tardy statistics included on each report card	Homeroom teacher	Each grading period
Personal contact with parent/guardian regarding multiple absences/tardies	Teacher/ Counselor	On going
Written contact with parent/guardian regarding excessive absences/tardies	Principal/ Counselor	On going
Contact DCS and/or Probation regarding excessive absences/tardies	Principal/ Counselor	On going

Southwood Elementary

Strategic and Continuous School Improvement Plan

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

GOAL FOR 2023-2024	SCHOOL WIDE IMPROVEMENT GOAL: The noise level in the hallways will decrease from level 4 to level 1 during lunch/recess cycles.
Current Reality PBIS Data	Students are very noisy in the halls when traveling between the cafeteria and the playground and between the playground and the classroom causing a disruption in instruction.
Who is Responsible	**Strategies & Action Steps**
Classroom Teachers	Will review the noise level chart with all students and explain the expectations for behavior in the hallways.
Lunch/ Recess Supervisors	Will remind the students of noise level expectations prior to leaving the cafeteria and before reentering the school building.
Classroom Teachers	Will monitor the students reentering the building and display cards indicating the current noise level. Noise levels will be graphed daily and students will be rewarded for reducing noise level to a 1

Technology Initiatives

Technology is used in a variety of ways at Southwood Elementary School. Several of these strategies are listed below.

Students in Kindergarten-5th grade will be issued iPads. These are used for various applications such as using Facetime for virtual field trips, finding locations on Google Earth, creating books with digital pictures, skills practice, etc.

Smart TVs & Apple TVs are used throughout the school. The technology of the Smart TVs is integrated into daily lessons and allow student interaction with curricular material.

We have several document cameras that are used to assist in presenting the curriculum.

Our school webpage is kept updated. It includes important information for parents and community members as well as pictures of activities at Southwood Elementary School. The school's Facebook/Twitter page is another avenue used for parent communication.

For schedule eLearning days (which are now No School days for students) students will not come to school and all staff members receive PD during tha

Visual learning tools such as Inspiration and Kidspiration encourage students to develop ideas and organize thinking creatively and confidently.

Learning.com- Learning.com give teachers and students a baseline for internet safety and technology tools that should be taught and what ideally should be taught in their grade level. This will help prevent the under-teaching or over-teaching of particular computer lab skills.

Technology handouts and tutorial videos pertinent to building technology are created, updated, updated, and published to the school homepage.

Our MSD technology team provides one-on-one technology training as requested to help staff members keep their technology skills current. They spend extended time with grade levels who receive new one-on-one devices to help them seamlessly integrate this new technology into their daily lessons. Teachers have the opportunity to use one school day to work exclusively on technology projects, either on their own at school or with a member of the technology team.

Technology directors and possibly the Superintendent will attend the annual HECC (Hoosier Educational Computer Coordinators) conference. Our technology assistant, interested teachers, and the principal will attend the ICE (Indiana Computer Educators) conference.

Teachers are supported by the technology team in the areas of Smartboard use, LMS use, report card design, and other project implementation and completion.

MSDWC Professional Development

2023-2024

MSDWC believes that our teachers are our most important asset; therefore, we feel professional learning communities (PLC) will be an important component of our professional development. "Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." *Learning by Doing, Second Edition*

In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *impact* their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers around certain critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

MSDWC structures for providing professional learning opportunities include:

- District-wide weekly collaboration time for PLC: Tuesdays @ 7:30 AM with additional weekly time determined by each building
- Elementary schedules with daily common planning time for teachers of the same grade level
- Summer Academy with the opportunity to learn when teachers are not planning for classes
- Academic Coaches (eLearning and Literacy) as well as Technology Assistants work with teachers individually or in small groups. (model lessons, co-teach, observe/give feedback, and/or assist with researching resources)
- Occasional opportunities for participating in conferences or workshops outside the district. (Because our budget is stretched providing local opportunities, conferences outside the district will be more limited than in

the past. If a conference/workshop is determined to be important to meet district/school goals, participant(s) need to complete the log, including how information was shared with with others and the school or district impact.
- Learning Connection: Participate in Communities as appropriate to job responsibilities (all staff)

Funding Sources
- Title II High Quality Teacher grant
- High Ability Grant
- Competitive Grants (currently the Indiana Technology Imagine and Create grant)
- MSDWC General Fund
- Early Literacy Grant

Professional Development Time
- Before or After school
- During collaboration time
- During the school day using subs to replace staff
- Attending conferences or workshops
- eLearning days
- Summer days with small stipend

As a district, we will focus on:

Professional Learning Communities
   Background:
- Administrators (8) attend PLC Institute (September 2011)
- Administrator (1) and teachers (16) to PLC Institute (June 2012)
- Administrators (2) and teachers (7) to PLC Institute (August 2012)
- Teachers (32): Introduction to developing common assessments (May-June 2012)
- Administrators (3) and teachers (15?) to PLC Institute Indianapolis (October 2020)
- All teachers worked together in developing essential standards and

common assessments (Spring 2021-now)
- Implementation plan:
    - 1st and 2nd week - Set team norms
    - 3rd and 4th week - Set Team SMART Goal
    - 5th and 6th week - Establish common essential outcomes
    - 7th and 8th week - Create first common assessment
    - 9th and 10th week - Analyze student performance on first common assessment
    - Each school/team in MSDWC embeds the PLC process and the cyclical process continues

Literacy
- New teachers and new instructional assistants will be trained in teaching a guided reading group. (planning for instruction, administering a running record, scoring the running record, and utilizing that data to inform instruction).
- Indiana College and Career Ready Standards will be stressed through our guided reading groups- teachers and assistants will be given two documents to assist them in aligning their teaching points and literature responses to this. We will also look at a deeper understanding of knowledge aligned to these standards.
- Interventionists will meet monthly together with literacy coach to discuss and monitor interventions of struggling students.
- New teachers and new instructional assistants will be trained in administering the benchmark assessment.
- All teachers K-3 will receive a refresher in administering the benchmark assessment.
- All building teachers will meet together with the literacy coach at one time to discuss what will be expected as a school in the comprehension section of the assessment to promote unity and consistency among testing administrators.
- Teachers in grades K-5 have the opportunity to work with the literacy coach to develop units of study within the readers' workshop framework.
- Content teachers in grades 4-5, will develop the foundational knowledge and skills for teaching literacy (reading and writing) in the content area (Sherry

Kinzel, Lucy Caulkins, Heinemann, Region 8, or other opportunities)

Math
- Training in good math instruction and deepening our understanding of effective math practices
- Develop a study group for investigating effective math instruction
- What does effective math instruction look like?
- Real-life problem solving
- Curriculum meetings
- School visits

Lesson Design

- Teachers will look at how they design lessons incorporating learning objectives, effective questioning, and deeper understanding.

Technology Integration
- WISE Summer Academy 2022: Partner with Wabash City/Manchester to apply for a DOE eLearning Grant
- eLearning days professional development. Bring individuals in that have experience with technology integration.
- eLearning Coach(es)
- Technology staff
- Indiana Computer Educators Conference
- [Framework for 3 year technology integration goals for teachers](#)
- Attend content area conference/workshops (math, social studies, science, business) with a focus on technology integration
- [Apple PD](#)
- DOE monthly webinars (live or recorded): [21st Century Learning Lab](#)

PBIS
Meet with teams regularly (monthly) to continue team learning about the process
Bullying Training by October 15
- Teacher training in each building (Keith McWithey and Valerie Law)

- Student training in each classroom/building (Keith McWithey and Valerie Law)
- Resources and anonymous reporting procedures placed on the MSDWC website
- Volunteer training in each building

Assessment
- DOE webinars for administrators/teachers/guidance counselors as needed
  - WIDA
  - ISTEP+/IREAD
  - NWEA

Administrators:
Conferences, Workshops, and Networks throughout the state (Region 8, IASP, etc.)
Data focus during principal meetings:

New Certified Staff
District Orientation Breakfast and Meeting
Building Orientation
New staff orientation facilitated by Tim Drake, Assistant Superintendent of Curriculum & Instruction

Strategies to Attract and Retain Highly Qualified Teachers- Title I Schoolwide Component 5

The Metropolitan School District of Wabash County offers a very competitive overall salary and benefit package. Our insurance costs are much lower than surrounding corporations, and it has been an important part of our attracting great

candidates for our teaching positions. We also offer many professional development opportunities through onsite workshops, coaching, and conference attendance. This again is more than our surrounding corporations. These two factors, our relative locations with respect to Manchester University, closeness to Fort Wayne for college and entertainment combined with our small school community atmosphere have given us ample applicants for our positions.

Southwood Elementary is often asked to host student teachers. The comment is often made that we are on the cutting edge in education, and they want their students to experience the best practices in education. Student teachers often want to obtain teaching positions at Southwood Elementary School.

Southwood Elementary has a high level of support for teachers through our literacy coach and colleagues. This has led to a low rate of teacher turnover. Teachers want to come to MSD and stay here throughout their careers.

The teachers we hire are already Highly Qualified by passing the Praxis. We encourage their continued professional growth. We also provide our own staff development and our own mentoring program.

Early Childhood Transition- Title I Schoolwide Component 7

Kindergarten round-up is held each spring. Parents are given information about the school by the school team and health services team. Once parents indicate they have a child ready to start kindergarten, a personal contact is made to confirm attendance at kindergarten round-up. Round-up information is shared with area preschools, daycares, and is sent to local news media. Prospective Head Start kindergarten students visit our building and are given a tour. Parents who have attended round-up are invited back for an informational meeting in the spring. Information is shared on classroom schedules, academic expectations, health services, attendance, school hours, speech and language services, counseling services, and early literacy. Teachers are introduced. While the parents are involved with this orientation, the children are involved in craft and play activities in the kindergarten rooms.

Begindergarten, funded by Community Foundation, was initiated in July, 2012. It provides a six-week kindergarten experience for incoming kindergarten students.

Assistance for Struggling Students- Title I Schoolwide Component 9

Southwood Elementary has implemented the Response to Intervention (RtI) model. This is a three-tiered model for instruction. Teachers work with other teachers, special education teachers, high ability staff, and Title I staff to provide different levels of support for students who are in need of a differentiated curriculum, be it high ability or struggling learners. Our school has a RtI team that supports teachers in the process and come together to meet on students when the need arises. Each goal identified in our PL221 plan has sections on meeting the needs of struggling learners.

Communication is a key component of our tier model of support. Classroom teachers, special education teachers, high ability instructors, and Title I staff members collaborate on a regular basis to create fluid instructional program for struggling students. The high ability committee works to meet the needs of the high ability learners. This committee communicates with all teachers to support differentiation efforts to meet the needs of our high ability learners.

There are various levels of support available to teachers. Teachers often work with the literacy coach to determine how best to help their students. The RtI leadership team provides support in knowing the next step for students.

Data is initially used to identify students whose needs are not met through the general curriculum (Tier 1). Data is further used to develop a plan of action to meet each student's needs.

Consolidation of Funding- Title I Schoolwide Component 10

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Coordinated programs may include the following:

Title I- Part A

Title II- Part A (Preparing, Training and Recruiting HQ Staff)

IDEA- Individuals with Disabilities Act

Other federal, state, or local programs, as applicable

Cultural Competency

Southwood Elementary: Approximately 425 students enrolled.

Category	Percentage of Students	Strategies
Racial Make-Up	White- 95% Other- 5%	Currently, the percentage of non-white students is very small. Each student's needs are considered on an individual basis and interventions are provided as appropriate.
Language Minority	1.9%	Language minority students are assessed using WIDA. Once language proficiency is determined, an Individual Learning Plan is developed for each student to meet specific needs. Interventions such as Rosetta Stone, Reading Recovery, and peer tutors are used.
High Ability	11%	Identified high ability students are involved in a Levels of Service Talent Development model which involves deliberate efforts to discover, develop, and apply the many talents of our students. We believe that it is important for the school, the home, and the community to work together to provide appropriate and challenging learning experiences for children.
Special Education	15%	Southwood Elementary offers a full continuum of special education services designed to meet the needs of students with a diagnosed disability. The goal is to minimize the gap between the achievement of the special education students and the general education students.
Free & Reduced Lunch	45%	In the past several years, the percentage of free and reduced lunch has increased. To meet the needs of these students, Southwood Elementary has partnered with a variety of community agencies to provide medical care, meet clothing and housing needs, meet dental and vision needs, etc. The services of Wabash County Public transit are made available to parents to assist them in attending school functions.

Statutes and Rules to be Waived

There are no statues or rules to be waived by the Indiana Department of Education.

Plan for Review and Revision of this Plan

Implementation: This plan will be implemented by Southwood Elementary School staff members during the 2023-2024 school year.

Review: The Southwood Elementary School Improvement Team will meet quarterly during the 2023-2024 school year to review and evaluate progress on the action plan.

Revision: The current plan will be revised in late August 2022 after all assessment data has been collected and progress toward goals has been analyzed. The revised plan will be submitted for approval to the MSDWC School Board and submitted to DOE .

Future plans will be written following the new guidelines implemented by the IDOE.

Appendix A:

Comprehensive Needs Assessment

Completed During the 2011-2012 School Year

Title I Schoolwide Component 1

Data Guide: Curriculum & Instruction

Data Guide: Curriculum & Instruction

Guiding Questions	Evidence
CURRICULUM Has your school or corporation developed a curriculum?	**Evidence:**

Is the curriculum horizontally and vertically aligned? How do you know? MSD of Wabash County has developed a curriculum. Grade level teachers have worked in teams to develop it and it has been shared across grade levels. Is your curriculum linked to Common Core Standards? Kindergarten was aligned to the Common Core State Standards for the 2011-2012 school year. This is evidenced by their written curriculum guide. First grade has written curriculum to be aligned with the CCSS. That curriculum will be implemented in the 2012-2013 school year. Grades 2 & 3 will write curriculum and align it with the CCSS for the 2013-2014 school year.	Maps of CCSS and their match to different parts of the curriculum. Curriculum documents housed in the office of the Chief Assessment Officer at the Central Office.
CURRICULUM Based on a random sampling from one primary (K-2) and one intermediate (3-5) class, are daily reading lessons tied to curriculum? Brief classroom observations over the 2011-2012 school year indicate that the daily reading lessons ARE tied to the curriculum. Teachers are very intentional in their planning and instruction.	**Evidence:** Emails to teachers following brief classroom observations.
CURRICULUM Based on a random sampling from one primary (K-2) and one intermediate (3-5) class, are daily math lessons tied to curriculum? Brief classroom observation during the 2011-2012 school year indicate that the daily math lessons ARE tied to the curriculum. In 2011-2012, we adopted the envision Math curriculum, and teachers have studied it carefully and reordered it to meet the CCSS.	**Evidence:** Emails to teachers following brief classroom observations.
CURRICULUM Does instruction include higher order thinking skills? Classroom observations indicate that higher thinking skills are addressed on a daily basis.	**Evidence:** Emails to teachers following brief classroom observations.
INSTRUCTION Do classrooms have adequate instructional materials? Do classrooms have appropriate textbooks?	**Evidence:** End of the year inventory sheets

All classrooms have adequate instructional materials, as evidenced by the end of the year inventory sheets. We also have a fairly large leveled library for the staff to use for guided reading groups. **Are there supplementary materials for intervention/enrichment?** We have supplemental materials available for reading interventions. These materials include: Leveled Literacy Interventions, Seeing Stars, Visualizing and Verbalizing, and Read Naturally, and Wilson Reading. High ability students have their needs served through our Levels of Service program. They work on enrichment reading as well as using a program called Mentoring Mathematical Minds. **Is technology integrated into instruction?** Technology is integrated into instruction, particularly in second grade where they have been doing a pilot project of using iPads in the classroom. Other classrooms make use of our PC computer lab to integrate technology into instruction. Our 21st Century Learning Coach helps teachers with this technology integration.	Leveled library- in staff lounge Intervention materials in the Title I room and special education room High ability materials-in the LoS room Pictures of students using technology. Lesson plans integrating technology
INSTRUCTION/TECHNOLOGY What kind of technology is used in classrooms? IN 2001-2012, our second grade classes did a pilot with iPads. They were used daily. We have a PC computer lab, and this was used either weekly or twice per week by our students. All classrooms have a Smartboard and they are used on a regular basis for many subjects. For 2012-2020, we will be going 1:1 with computers. Students in K-2 will all have iPads and our 3-4 grade students will have laptops. How often is technology used in classrooms? Please see answer above. What training or support on technology is available to teachers? We have a 21st Century Learning Coach who provided embedded professional development for our teachers we also have a Technology Integration Specialist who assists teachers with integrating technology into their daily activities. Hardware support	**Evidence:** Lesson Plans Classroom innovation grant Schedule of PD offered by the 21st Century Learning Coach

is provided through out IT department and building technology aides. **Are there patterns of use among grade levels or subjects?** As we are just getting started in this endeavor, it is difficult to determine if there are patterns of use among grade levels or subjects yet.	
READING INSTRUCTION Choose one Reading strategy that all teachers are expected to be using regularly: Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? All teachers are expected to be implementing the guided reading SWOOP groups, following the guided reading template provided. All the available aides and other staff members "swoop" into a grade level. The students are divided into small groups, generally of 6 or less, and receive a structured guided reading lesson at their reading level. This is to occur each day Monday-Thursday.	**Evidence:** Observations indicate that these guided reading groups ARE occurring regularly and the lesson plan template is being followed.
MATH INSTRUCTION Choose one Math strategy that all teachers are expected to be using regularly: Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? All teachers are expected to be incorporating their Smartboards into their math instruction. Based on observations, all but one teacher is doing this. (That particular teacher is retiring at the end of the 2011-2012 school year.)	**Evidence:** Brief classroom observations

Data Guide: Family & Community Involvement

Guiding Questions	Evidence
POLICIES, PROCEDURES, & EXPECTATIONS Does your school have a clearly articulated family involvement policy and compact? The Southwood Elementary Parent Involvement Policy is included following the Family & Community Involvement Data Guide. How are the policies and compacts developed or revised? The policies and compacts were developed/revised by looking at samples from other schools and discussing what would work best for our school. How many current teachers, parents, and staff were involved in the development or revision of the parent policy? All Southwood Elementary parents and staff members were invited to offer suggestions for the revision. The Chief Academic Officer for MSD was also involved.	**Evidence:** The completed Parent Involvement guide & Title I Compact
POLICIES, PROCEDURES, & EXPECTATIONS Are the expectations for your students understood by parents? Are parents aware of the academic expectations for their student(s)? In our family survey, 90.5% of parents indicated that they receive information concerning what is happening academically in their child's classroom. Are parents aware of how to volunteer in or visit their child's classroom? SES has a large number of volunteers that are integral to our success with students. Parents volunteer in classrooms, working with individual students, preparing materials for students, and helping with PTO projects. Teachers explain how to volunteer at the Open House in the fall. A written invitation to volunteer is given to each parent. Are expectations for parent involvement explicit? Yes. A handout has been prepared for volunteers.	**Evidence:** Evidence of the communication of academic expectations can be found in the classroom newsletters and school newsletter. Evidence of the awareness of how to volunteer is the large number of volunteers that can be found in the visitor sign-n log in the office. All volunteers undergo a limited criminal history check before working with children.

Is parent involvement, including communication, training, opportunities for participation, and community partners, important to your school? How do you know? Many activities with the children could not be done without the support of our parent volunteers. We have an excellent working relationship with the local YMCA. We are partnering together on many activities and events. They help our children succeed academically through their summer literacy camp.	
COMMUNICATION How does a class, the school, or the district communicate with parents? How often and by what method are parents communicated with in <u>one week</u>? (Include all information that comes from the teacher as well as incoming information, such as notes from parents.) Classroom teachers send home weekly newsletters. A school newsletter is sent home on a monthly basis. Parents send notes to teachers as needed and vice versa. This happens on a daily basis. Phone calls are made to/from parents as appropriate-daily. All staff members have voicemail and email. SES maintains an up-to-date webpage and Facebook presence. Parent conferences are held in October and additional conferences are held as needed. Kindergarten and first grade report cards share specific progress regarding reading level, writing fluency, and sight words. Starting with the 2012-13 school year, information on reading benchmarking will periodically be sent to parents informing them of their child's reading level and progress. Is information to parents sent in another language?	**Evidence:** Copies of classroom and school newsletters Log of parent phone calls School webpage (https://southwoodel.msdwc.org/) School Facebook page (found under "Southwood Elementary School") Teacher data sheets from parent/teacher conferences Report Cards Benchmark Report Form

At this time, there is not a need to send information in a language other than English. **Is information sent to parents in an understandable language (i.e., no jargon)?** Staff members strive to share information in a manner that is understandable to parents and is free of educational jargon.	
OPPORTUNITIES FOR INVOLVEMENT **What opportunities are available for parents? Are those opportunities successful?** Opportunities are varied and very successful. **What activities were offered during the previous school year?** Please see the chart following this data guide. **How many parents attend each activity?** Please see the chart following this data guide. **How many teachers attended each activity?** Please see the chart following this data guide. **How many activities included specific information related to academic achievement (e.g., showing a new reading series, modeling a lesson or strategies, participating in a reading or math activity with their child?** 7 **What accommodations are made to make their school visits more successful (e.g., having a translator available, providing transportation or childcare)?** Parents needing transportation were given access to the Wabash County Public Access system.	**Evidence:** School Calendar Teacher data sheet on parent/teacher conferences Programs PTO notes

EDUCATING EDUCATORS What support is provided to teachers to facilitate more effective parental involvement? What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or professional dialogue during collaboration time)? Teachers collaborate during their regularly scheduled collaboration times (Thursdays while students are in art, music, or PE). They often discuss the best way to share information with parents. Support is provided in developing teacher websites to share information with parents. Teachers collaborate and receive assistance and feedback on report card development. Does your school have a parent liaison? We do not have a parent liaison, although our At Risk Counselor works extensively with parents.	**Evidence:** Collaboration notes Counselor's notes
COMMUNITY Are outreach services readily available to families in your school? Does your school provide support services, such as health care, to parents and families? Parents are provided with information on Hoosier Healthwise. Free visits are offered to the Bowen Center, a mental health facility. MSD pays for each student to have 2 free visits. Community nurse shared parent information on asthma. Guidance counselor works with parents on parenting skills. Families are directed to agencies to help with housing, women's shelters, food banks. Coats and other clothing are provided through community organizations.	**Evidence:** Bowen Center flyer Community nurse schedule Flyer for coats and clothing YMCA meeting dates and emails YMCA Summer Literacy Camp flyer 4C Health

School supplies are provided as needed through donations from community agencies.

What community partnerships currently exist with the school?
- Southwood Elementary partners extensively with the local YMCA
- We work in partnership with the Wabash County Sheriff's Department.
- The Karsyn Kares Kampaign is supported by the children at Southwood Elementary.
- We work extensively with the Bowen Center.
- We work with the Department of Family and Children's Services.

What type of support is provided to the school from community partnerships?
- The YMCA provides scholarships to some of our children to attend their summer literacy camp. They also work with us to help children become involved in activities outside of school such as sports and other activities.
- The sheriff's department helps us as part of our school safety plan. They also have serious talks with the students as needed and appropriate.
- The United Way is a fundraising campaign to raise money for children in our community with serious illnesses or disabilities. This helps our children learn to care for others and to give to their community.
- The Bowen Center provides mental health services to our children. Some children receive counseling at school, some receive wrap-around services, some have behavior coaches with them at school, etc.
- The Department of Children and Family Services helps us to meet the needs of all of our students and coordinates services for foster children in our school.

Southwood Elementary

Title I Parent Involvement Policy

Purpose of Parent Involvement

Southwood Elementary School's mission is to provide high-quality curriculum and instruction to all students. Parental support and involvement is crucial for children's success at every step. We believe that parents are the first and foremost teachers and are the key to a child's success in school. Southwood Elementary values parent involvement in our school and is committed to establishing partnerships with parent and the community.

Coordination of Efforts

Southwood Elementary strives to coordinate and integrate parent involvement activities that promote a clear, consistent direction in helping students achieve in school. There are many ways the school will work to help encourage the highest amount of parental involvement possible. SES will provide assistance to parents by offering parent information that focuses on such topics as the Indiana College and Career Ready Standards, student academic achievement standards, the types of testing done with the students, how to monitor the student's academic progress, and how to work with the student's teacher(s) to ensure student success. Knowing the value of these and other topics, SES will ensure that information related to all school and parent programs, meetings and other activities are given to parents in a format that is easily understood.

SES will also coordinate efforts with the Wabash-Miami Area preschool program, the local preschool programs, Head Start, Parents as Teachers and the Wabash YMCA to ensure all parents are encouraged and supported in more fully participating in the education of their children. Information and resources will be made available to these organizations that outline the school's program and offerings, as well as the school's contact information for interested parents. SES will also coordinate efforts with SHS to ensure the transition for 6th to 7h grade runs as smoothly as possible. Each spring, the 6th grade students will participate in a

visit to SHS where they will tour the building, eat lunch, and learn about what school will be like the following year. There will also be an open house held for new SHS students each fall so students and parents can feel at ease about the new school year.

To ensure all staff members at SES understand the value and usefulness parents are to their student's success in school, the principal will strive to continually bring teachers and parents together to discuss how to reach out, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build lasting ties between the parents and the school. This bringing together of teachers and parents will primarily be coordinated through the PTO meetings; however, other avenues, such as Family Reading Nights, will be utilized as well. New ways of bringing these groups together will continually be evaluated, discussed and planned.

Types of Parent Involvement

There are many ways in which a parent can become involved in their child's education, both at home and at school. Southwood Elementary values all types of parent involvement, no matter where it takes place. The following are some of the ways parents can become involved in their child's education:

At Home

- Read to or with your child

- Check your child's homework

- Have a family dinner together and talk about what happened during the day

- Turn off the TV or electronics away and have a game night

At School

- Attend school functions, such as Family Reading Nights, field trips, etc.

- Attend parent-teacher conferences

- Volunteer in your child's classroom

- Supply items for the classroom

- Serve on a school committee, such as PTO or the PL221 planning team

Annual Parent Meetings

An annual Title I parent meeting will occur each fall during the first Parent-Teacher Organization meeting. Knowing that parents have various schedules, the school will provide individualized meetings during different times throughout the day so every parent has the opportunity to participate in the planning, review and improvement of the SES Parent Involvement Policy. Parents will be sent written notices about the meetings, and their option to have an individualized meeting that fits their personal schedule.

At the meeting, parents will receive information about the program, including any new program guidelines or requirements, the parent involvement policy, the school-parent compact, and any other applicable information. Parents will spend time during this meeting reviewing the parent involvement policy and the Title I programs to identify any areas of improvement and then helping plan how to address those areas. Attention will also be paid to ensure that all information related to school and parent programs, meetings and other activities are sent in a parent friendly format that is practical and easily understood.

Parents who attend will also spend time talking with educators at the meetings about how they can better reach out to, communicate with and work with parents as equal partners in the student's education. If for some reason the school-wide program is not found to be satisfactory by the parents of participating children,

these comments will be presented to the Metropolitan School District of Wabash County Title I office by the building principal so the concerns can be addressed.

To ensure parents have every opportunity to attend, the school will coordinate transportation with the Wabash County Transit if requested. Parents in need of transportation can inform the school through a phone call or a written note at least two days prior to the meeting they are planning to attend so the school has time to set up the pick up/drop off with the transit system.

School-Parent Compact

Southwood Elementary School must share responsibility with parents for high student performance. This responsibility is made evident through the school-parent compact. The compact outlines how Title I staff, parents and students share the responsibility for promoting high student achievement. Parents will receive the compact from the school when their child registers in the fall. The compact will specify the responsibilities that teachers, parents and students will each have for helping students achieve their goals. Parents should discuss the compact with their children.

School-Wide Planning Committee

The school-wide planning committee is the group of school personnel and

 parents who jointly review what is occurring in the school programming and make adjustments as needed. This committee is designed so the parents can work along side school personnel to jointly review, evaluate and develop the school-wide plan, the parent involvement policies, the school-parent compact and other important decisions about the school.

School-Wide Committee will…..

Be made up of both school personnel and parents

Review the following at least once per year:

- Services provided to students and their parents,

- The program's ability to work effectively with parents and to plan the appropriate professional development for educators on working effectively with parents,

- The effectiveness of the current plan,

- The data that has been collected concerning school and student achievement,

- School parent involvement policy and school-parent compact,

- Any other applicable topics concerning parental involvement in the school's programs.

School Curriculum, Assessment and Benchmarks

The curricula used in the Title I program are Leveled Literacy Intervention (LLI), Read Naturally, Seeing Stars, and Visualizing and Verbalizing. The LLI program helps children with both decoding and comprehension. It is a type of very structured guided reading group. Visualizing and Verbalizing (V&V) focuses on helping students visualize what they are reading in their heads (like a movie playing) so they can better comprehend and recall what they are reading when asked questions. The Seeing Stars program is for our very beginning readers and addresses word attack skills. Read Naturally helps build vocabulary, fluency, and comprehension.

For grade levels at SES (K-3) use the Fountas and Pinnell Benchmark System to assess students' reading achievement. Beginning in third grade the NWEA is given. This assessment checks students' mastery over specific standards and growth. The benchmarks for these assessments change each time the assessment is given. Information from all of these assessments will be sent home to parents as appropriate.

School-Parent Communication

The community prepared "Home and School Connection" is posted on our webpage.

Southwood Elementary distributes a monthly newsletter that includes information about upcoming events in the school and community. Special announcements for the Title I programs and activities are sent to parents.

Title I teachers are always available for parent conferences. Parents are highly encouraged to stop in the Title I teachers' room after their scheduled fall parent-teacher conference. During this time parents can receive a copy and interpretation of any relevant assessment information, a description and explanation of the classroom and the Title I curriculum, and how student progress is assessed and monitored. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator for conferences.

Family Resource and Advocate

When parents need materials or help they can contact the Title I teacher and set up a time to meet. The Title I teacher will facilitate helping the parent gather the resources they need to ensure they can help their student succeed.

The Title I teacher will….

- Train parents concerning ways to foster their students' improvement

- Make referrals to the school counselor for parents who are in need of social agency services that extend beyond the school.

- Be available to any parent as an advocate during parent-teacher conferences to help parents understand what the teacher9s) is sharing concerning the student, and

- Offer any other reasonable support for parental involvement activities as parent's request, such as special appointments to meet one-on-one with parents and so on.

Evaluation

The purpose of the Title I program evaluation is to continually improve instructional methods and program design to maximize student achievement. Evaluation information will be collected in a variety of ways including parent and staff questionnaires, class observations and review of school achievement progress.

The annual evaluation of the Title I Parent Involvement Policy will focus on how to increase parental involvement and identify any barriers to parental participation. The Southwood Elementary school-wide planning committee will use the information collected to do the following: design any necessary strategies for school improvement, educate teachers in effective ways to communicate and work with parents and build ties between home and school, and revise the Title I Parental Involvement Policy and Compact as needed.

Date of Revision: August 2022

Opportunities for Parent Involvement:

Activity	Approximate number of parents attending	Approximate number of teachers attending	Academic Focus?
August Open House	430	All	No
Parent/Teacher Conferences	360	All	Yes
Christmas Program	650	All	Yes
Field Trips	50	20	Yes
Kindergarten Graduation	250	3	Yes
PTO Meetings & PTO Planning Meetings	250	20	Yes
Kindergarten Round-Up	All	3	Yes
Parent Classroom Volunteers	30	20	Yes
Family Fun Reading Night	200	All	Yes

Data Guide: Professional Development

Data Guide: Professional Development

Guiding Questions	Evidence
HIGHLY QUALIFIED STAFF Are all teachers and paraprofessionals highly qualified? Yes, they are. Please see the chart that follows at the end of the Professional Development Data Guide.	**Evidence:** Chart summarizing paperwork on file in personal folders
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT How do you identify high quality professional development opportunities? We believe that the best professional development is embedded and ongoing. This is also supported by research. To implement this embedded professional development, we have a literacy coach that we share with the rest of the corporation and a 21st Century Technology Coach that is shared. We embed professional development into our staff meeting, and staff members share what they have learned at professional development opportunities. How do you ensure that professional development opportunities for staff focused on the needs of both students and teachers? We look at our data to see where we need to improve, then choose professional development accordingly. How many activities included specific information related to academic achievement? All of them.	**Evidence:** Please see the sample staff meeting agenda following this data guide.
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT What type of professional development is the most successful in your school? Professional development that is embedded is the most successful. When the coaches can work with the teachers to model and follow up, that is very successful. It is also successful when teachers go to training, then come back and work with the coach to implement what has been learned. Circle all methods of professional development offered in your school. ❖ Travel to conferences ❖ Providing in-house training with an outside consultant (district initiative)	**Evidence:** Implementation of strategies learned in the classroom has been observed during brief classroom visits.

❖ Providing in-house training with an outside consultant (school initiative) ❖ Coaching or mentoring in classrooms	
EVALUATION How are professional development activities evaluated? They are evaluated on an informal basis. Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? No, we do not evaluate our professional development on a regular basis. (Data collection methods include but are not limited to: a teacher survey or a brief classroom observation.) How many teachers attended each activity? It varies according to the activity. What were the explicit goals for each activity? This varies with the activity also. Where goals met? Varies If yes, please attach a copy of an evaluation tool. If no, develop a short evaluation for teachers to use during 2010-2011. Please see the evaluation tool following this data guide.	
COLLABORATION/COMMUNICATION Do teachers have common planning/collaboration time on a regular basis? Teachers at each grade level have a common collaboration time every day.	**Collaboration** **Agendas** **Staff Meeting Agendas**

Data Guide: School Context and Organization

Southwood Elementary
Highly Qualified Teacher/Staff Roster 2022-23

	A	B	C
Little Knights (3YO)	Mrs. Chelsie Kirtlan		
Little Knights (4YO)	Mrs. Shelby Drake	Mrs. Sarah Gaylourd	
Kindergarten	Mrs. Jane Kendall	Mrs. Patty Steele	Mrs. Lisa Fadil
1st Grade	Mrs. Alison Monce	Mrs. Tere Smith	Mrs. Anne Wells
2nd Grade	Mrs. Sydney Chamberlain	Mrs. Ronda Dubuque	Mrs. Kelly Bare
3rd Grade	Mrs. Gay Lynn Hobbs	Mrs. Jennifer Finney	Mrs. Alissa Deeter
4th Grade	Mrs. Stephanie Andrews	Mrs. Karen Vanderpool	Mr. Matt Denney
5th Grade	Mrs. Mary Norman	Mrs. Kimberly Rutledge	Mrs. Natalie Unger
Special Ed.	Mrs. Megan Wright	Mr. Chad Andrews	Miss Dani Bassous
Specials	Mr. Matthew Schmidt (Music)	Mrs. Erica Tyson (Art)	Mrs. Amanda Eviston (PE)
Title I	Mrs. Amber Sweet		
SLP	Mrs. Kelsie Childers		
Library	Mrs. Karin Tart		
Little Knights Paraprofessionals	Mrs. Lisa Schaaf (4YO)	Mrs. Trisha Eckman (4YO)	Mrs. Abby Siders (3YO)
Preschool/Kindergarten Paraprofessional	Miss Haley Lanning	Nicole Neeley	
Kindergarten Paraprofessional	Mrs. Michell Dupont		
SpEd Paraprofessionals (Mrs. Wright PreK-2nd)	Mrs. Mary Dye	Mrs. Meredith Kelley	Mrs. Eva Simpson
SpEd Paraprofessionals (Mr. Andrews 3rd-5th)	Miss Tiffany Rebholz	Miss Nikole Dye	
RISE Paraprofessionals (Miss Bassous)	Mrs. Melinda Adams		
Title I Paraprofessionals (Mrs. Sweet)	Mrs. Krissy Cunningham	Mrs. Theresa Elliott	Mrs. Stephanie Height
School Counselor	Mrs. Valerie Law		
Dean of Students	Mrs. Chris Stefanatos		

Data Guide: School Context and Organization

Guiding Questions	Evidence
VISION **What is your school vision?** *Learning to Learn* **How was the visions developed or revised?** **A group of staff members met for the purpose of developing a vision statement that reflects our school mission as we understand it.** **We know that we, as instructional staff, can no longer stand and deliver all of the facts and information our students will need in the future. We understand our students will work at occupations which currently do not exist. We believe our mission is to train students to ask good questions and to have the skills to find the answers. We believe our role is to teach them how to learn and acquire sills for themselves.** **How many current teachers, parent, and staff were involved?** **Twelve teachers and instructional aides, the principal, and three parents.**	**Evidence:**
LEADERSHIP What is a typical day for an administrator? Please see the principal's schedule that follows in the next few pages. Record one day and identify the following: How much time is spent in classrooms? 2 .5 hours How much time is spent with teachers? 2.5 hours How much time is spent with students? 3 hours 15 minutes How much time is spent with parents? 1 hour	**Evidence:** Principal's typical daily schedule

CLIMATE AND ATTITUDES What are the attitudes and climate within your school, among students, parents, and staff? Is the school safe? Yes- 91.7% agreement on parent survey Is communication clear and regular? Yes. 92.2% agreement on parent survey Is instruction challenging? Yes- 92% agreement on parent survey	**Evidence:** Parent survey, questions 6,8 and 10
COMMUNICATION How does the school regularly communicate with students, parents, and stakeholders? Is there a preferred method of communication (e.g., phone, notes, internet, face to face?) Various meaning of communication are used to meet the varying needs of our families. Communication occurs through newsletter, phone calls, face-to-face meetings, notes, Facebook, our school webpage, emails, newspaper articles and pictures, Moodle pages, etc. How often and for what purpose do teachers communicate with parents? Teachers communicate with parents to share academic information and ways the parents can support their children, to share what the class is learning/studying, to discuss behavior, to discuss special needs, to communicate about homework completion, to set up field trips, to set up volunteer opportunities. Teachers communicate at least weekly with parents through their newsletters. May parents are	**Evidence:** ● Facebook page: Search for "Southwood Elementary" ● School Webpage: http://ses.msdwc.k12.in.us/ ● Principal's and secretaries phone log books and notes ● Copies of school newsletters (also available on the school webpage) and classroom newsletters ● Copies of newspaper articles & pictures

communicated with more often depending on the needs of the child and family. How are teachers accessible to parents? Phone calls, emails, face-to-face meetings Do families have access to internet? Many, but not all families have access to the internet. Does the school participate in any social media (e.g., Facebook, Twitter) to share information with parents? Facebook is used. Does the school utilize any electronic means of communication with parents (e.g., podcasts, automatic phone messaging systems)? An automatic phone messaging system is used. Email is used.	
USE OF TIME (INSTRUCTIONAL) What is a typical day in a classroom? What instructional time is protected (e.g., 90 minute reading block)? All classes K-3 have a 90 minute uninterrupted reading block. This is VERY protected time. How often and for what purpose is instructional time interrupted (e.g., fire drills, convocations, late arrivals, absences)? Instructional time interruptions are kept to a minimum. We occasionally have convocations that occur outside of the 90 minute reading block. We participate in the required tornado, fire, and intruder drills. Some children do arrive late, but they check in at the office then go directly to their classrooms and join in. Are transitions minimized (e.g., movement to specials, restroom breaks, lunch/recess breaks)? Students move quickly, quietly, and efficiently to and from specials. Lunch and recess breaks are kept to a minimum. The	**Evidence:** ● Classroom schedules (available in the office) ● 90 minute reading block schedule- please see the next few pages ● School-wide schedule- please see the next few pages ● Recess Schedule- please see the next few pages

amount of recess time depends on the student's age and the time of year. Whole-class restroom breaks are kept to a minimum. Most classes have restroom passes to use as needed so instruction is not interrupted.	
USE OF TIME (PROFESSIONAL) What is a typical staff meeting like? Based on a recent staff meeting: August 13, 2012- Opening Day meeting How many topics listed were directly related to student achievement? 2 How many topics were directly related to curriculum or instruction, professional development, or family involvement? 2 How many items could be considered "house-keeping"? 1	**Evidence:** ● Meeting Agenda
POLICIES AND PROCEDURES Are expectations consistent within your school? What policies are consistently posted in classrooms? PBIS guidelines are posted in all classrooms, the hallways, restrooms, etc. Classroom rules and procedures are posted. Emergency procedures for Intruders, Fire, and Tornado are also posted in each classroom and other areas. How many policies are related to fire and safety, behavior, and classroom procedures? All of them.	**Evidence:** ● Postings in classroom
POLICIES AND PROCEDURES What is the experience of a visitor to your building? Visitors feel welcome at Southwood Elementary- 94% agreement on parent survey	**Evidence:** ● Photo of school on the front of this plan ● Visitor sign in/out log

Is the parking lot clearly identified for visitor parking? There is only one parking lot available during the day. Is the building easily accessible (i.e., the main entrance is clearly identified; procedures for entry are explicit)? Entrance to the building is made easier by handicapped parking spots, curb cuts, and an automatic door opener. The main office is right inside the front door. Who welcomes a visitor to the school? Office staff members Are there clear procedures for signing in/out, wearing name badges, and moving through the building? Each visitor signs in, receives a nametag, is asked where they are going, and signs out and returns the name tag when leaving.	● Visitor badges
SAFETY How safe is your school? Using your school's School and Corporation Data Reports (http://www.doe.in.gov/data/reports.html), determine the following: How many students had unexcused absences? 2 How many students were suspended? 3 How many students were expelled? 0	**Evidence:** ● SDS Reports

Staff Brainstorming on Vision Statement Questions

What happens in our school when a student experiences difficulty in learning?
- Collect data
- Strategize- intervention- collaborate
- Differentiate instruction
- Never give up on them
- Alternative learning
- Peer helper
- Modifications
- Communicate with parents/ parent involvement
- One-on-one instruction
- Extended time
- Small groups
- Reduce assignments
- One on one
- Regroup-re-try
- Interventions
- RR-LLI- one-on-one reader
- Preferential seating

Does the concept of public education for all children mean that all students shall learn or merely that they will be required to attend school?
While attendance is mandatory, parents have a right to expect their child to learn and grow every single day they are in attendance at school. Numerous opportunities for learning are given daily. Caring staff members ensure learning occurs for each child.

Why was this school built? What have we been brought here to do together?
Southwood Elementary was built in 1965 to ensure the students in the southern part of Wabash County had a safe, modern facility in which to learn and grow. Southwood Elementary is a place where future leaders are nurtured and educated using research based strategies.

What is our fundamental purpose?
The fundamental purpose of any school is to teach students the skills they will need to fully participate in a future their parents and teachers cannot even envision. The emphasis should not be on just acquiring information but learning how to read and compute well enough to always be able to find the information they need.

Typical Principal's Daily Schedule
Southwood Elementary School

7:00-7:30	Answer email, respond to staff inquires
7:30-8:10	Greet staff members, attend meetings, etc.
8:05-8:15	Supervise student arrival
8:15-8:25	Deal with bus discipline issues, help supervise breakfast
8:25-8:30	Go over morning announcements, talk with parents in the office
8:35-8:50	Finish up dealing with any bus discipline issues, return parent phone calls
8:50-10:00	Classroom observations
10:00- 10:30	Paperwork in office, phone calls to other principals
10:30-11:00	Respond to email
11:00-12:00	Café supervision
12:00-12:30	Lunch
12:30-1:00	Classroom observations
1:00-1:15	Email positive notes to teachers whose classrooms I visited
1:15-1:45	Conferences
1:30-1:40	Make parent phone calls about bus discipline
1:40-2:15	Office work time
2:15-2:55	Grade level collaboration on struggling students
2:55-3:05	Supervise dismissal and bus departure
3:05-3:35	Talk to individual teachers- concerns, answer questions, give advice; read and reply to email
3:35-5:00	Parent meeting/office work
7:00-9:00	Read, research, write evaluations

2023-2024 Building Schedule

	3PK	4PK	K	1st	2nd	3rd	4th	5th
8:30	Circle Time 8:30-9:00	Arrival and Breakfast 8:25-8:45	Morning Meeting 8:30-9:00	Morning Meeting 8:30-8:45	Morning Meeting 8:30-8:50	Knight Time 8:30-8:55 (3)	Reading 4C 8:30-9:35	Specials 8:30-9:10
8:35								
8:40								
8:45		Meeting Table Time Choice 8:45-10:45		Math- 8:45-9:50	Math 8:50-9:50 Fluency Lesson Practice Stations	Reading & Writing 8:55-10:30		
8:50								
8:55								
9:00	Literacy Table 9:00-9:15		Knight Time 9:00-9:25 (4)					
9:05								
9:10								Math 5C 9:10-10:15
9:15	Snack Time 9:15-9:30							
9:20								
9:25			Language Arts Block 9:25-10:20					
9:30	Centers & Small Group Time 9:30-10:00						Knight Time (4) 9:35-10:00	
9:35								
9:40								
9:45								
9:50				Restroom & Snack 9:50-10:00	Snack & Restroom 9:50-10:05			
9:55								
10:00	Recess 10:00-10:30			Brain Break 10:00-10:15				
10:05					Knight Time 10:05-10:30 (4)		Specials 10:05-10:45	
10:10								
10:15				Phonics 10:15-10:55				Math 5B 10:15-11:20
10:20			Snack 10:20-10:25					
10:25			Brain Break 10:25-11:00					
10:30	Activity Time 10:30-10:45				Spelling	SSR 10:30-10:55		
10:35					Knight Time 10:35-11:00 (3/4)			
10:40								

Time	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8
10:45	Math Table Time 10:45-11:00	Snack 10:45-11:00				Lunch 10:55-11:15	Reading 4A 10:45-11:55	
10:50				Reading 10:55-11:10				
10:55					Word Work 11:00-11:15			
11:00	Centers & Small Group Time 11:00-11:30	Recess 11:00-11:30	Specials 11:00-11:40					
11:05								
11:10				Knight Time (2) 11:10-11:35	Restroom	Recess 11:15-11:35		
11:15								
11:20					Lunch 11:20-11:40			Math 5A 11:20-12:25
11:25								
11:30	Lunch 11:30-12:00 (Kirtlan Lunch)	Language 11:30-12:00		Reading 10:35-11:45	Recess 11:40-12:00			
11:35								
11:40						Math 11:35-12:55		
11:45				Lunch 11:45-12:05				
11:50								
11:55								
12:00	Part Day kids leave Nap Time 12:00-1:40	Specials 12:00-12:40 Half class at specials/Half class at Math	Phonics or Math 11:40-1:00		Read Aloud 12:00-12:15			
12:05				Recess 12:05-12:25				
12:10							Lunch 12:10-12:30	
12:15					Restroom			
12:20					Specials 12:20-1:00			
12:25								Regroup with Homeroom Fill in agendas; Plan B
12:30				Knight Time (1) 12:30-12:55			Recess 12:30-12:50	
12:35								Lunch 12:35-12:55
12:40		Restroom 12:40-12:50						
12:45								
12:50		Lunch 12:50-1:10						
12:55					Knight Time 12:55-1:20 (3)		Recess 12:55-1:15	

Time	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
1:00		Recess 1:10-1:45	Lunch 1:00-1:30	Specials 1:05-1:45	Writing 1:00-1:30		Reading 4B 1:00-2:05	
1:05								
1:10								
1:15								ELA 1:15-2:00
1:20						ELA/Science/SS 1:20-1:40		
1:25								
1:30			Recess 1:30-1:50		Reading 1:30-2:00			
1:35								
1:40						Read Aloud 1:40-1:55		
1:45	Table Centers 1:45-2:05	Restroom 1:45-2:00	Phonics or Math 1:50-2:50	Writing Mini Lesson 1:45-2:00				
1:50								
1:55						Brain Break 1:55-2:10		
2:00		Nap/Prep 2:00-2:40		Knight Time (4) 2:00-2:25	Recess 2:00-2:20			SSR 2:00-2:25
2:05	Coats Ready					Specials 2:10-2:50	ELA 2:05-2:55	
2:10								
2:15	Recess 2:15-2:45				Finish Rdg/Writing 2:20-2:45			
2:20								
2:25				Writing 2:25-2:55				Knight Time (2) 2:25-2:50
2:30								
2:35								
2:40		Clean up & Afternoon Mtg 2:40-2:55						
2:45	Jobs Ready to go Home 2:45-3:00		Pack Up		Science 2:45			
2:50								
2:55	Dismissal	Bus 2:56 Pick Up 3:05	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Specials Schedule		
8:30-9:10		LUNCH
9:15-10:05		2nd
10:05-10:45		1st
11:00-11:40		3rd

Data Guide: Student Achievement

Data Guide: Student Achievement

Guiding Questions	Evidence
How did your students perform on the most recent ISTEP+ assessment? 87% pass 3rd grade IREAD 73% pass 3rd grade English/ Language Arts 57% pass 3rd grade Math 73% pass 4th grade English/Language Arts 60% pass 4th grade Math 63% pass 5th grade ELA 61% pass 5th grade Math 77% pass 6th grade ELA 56% pass 6th grade Math What subgroups made AYP? ALL but….. What subgroups did not make AYP? White and Special Education. Are there patterns in student performance (e.g., special education students generally do not make AYP in both E/LA and Math)? None discerned	**Evidence:** IREAD 3 Results ISTEP+ Results
How many students are needed to make safe harbor on the next ISTEP+ assessment? N/A How will you identify those students? What support is currently in place for those students (e.g., Title I, after school tutoring, summer school, etc.)? Title I, Leveled Literacy Intervention, Read Naturally, Seeing starts, Visualizing and Verbalizing, Summer School, YMCA Summer Literacy Program	**Evidence:** Benchmarking Results Intervention Group make-up Collaboration notes YMCA flyer
Does your school have annual measurable goals for student achievement? Yes. Behavioral data is discussed at each monthly PBIS meeting. Academic data is discussed during Thursday collaboration time. Once PLC's are rolled out additional time will be given to academic data.	**Evidence:** PL221 Plan Reading Benchmark records

Are parents, teachers and students made aware of these goals? Parents and teachers are made aware of these goals. Our PL221 plan is posted on our school website. The students just know that they are working to improve their reading and math skills. They are too young to understand percentage and the actual goals. Are goals articulated in the school's improvement plan? Yes Are goals revised regularly? Yes. The plan is reviewed on an annual basis. Does your school use benchmarks as a progress monitoring? Yes. We use Fountas and Pinnell Benchmarking to progress monitor our students' reading progress in grades K-3.	
How does your school regularly review and discuss data? Yes. We often do this at grade level collaboration and sometimes at staff meetings. We discuss PBIS data at every staff meeting and at our monthly PBIS committee meetings. Does your school utilize a data wall or similar method to collect, analyze and make decisions about student achievement? Yes. We use an electronic data wall to monitor reading progress. How is teaching impacted by looking at data? We make instructional decisions based on our data. It helps us to know which students need interventions and enrichment. It helps us target the needs of each student. We used the data to set our goals.	**Evidence:** Electronic data wall Flexibility of intervention groups
For **high schools,** what is your current graduation rate compared to the State average? NA	
What is your school's attendance rate? The attendance rate for the 2021-2022 school year was 96.2%	Skyward

Is your school meeting the state attendance goal? Yes Are there patterns to student absences (e.g. weather conditions?) None discernable. Most of our students are bussed and can make it to school. Is there a clear attendance policy in place? Yes How is the attendance policy shared with parents? It is shared primarily through the student handbook which is given to each parent upon registration. When attendance issues occur, the principal will contact he family via letter or phone call. Attendance conferences are also a possibility. What is the attendance rate for teachers? This data is not collected but teacher absences are not a problem. Are there issues with teacher absences? Our teachers are very dedicated and tend ot work even when they are ill. Most absences are the result of trainings which the teachers need to attend.	
What kind of growth is being made by your school? This is difficult to determine. Southwood Elementary was reconfigured from a K-6 building to a K4 building in Aug, 2011. Only our 4th grade will have growth data and that information is not available at this time (9-6-12. Visit Indiana's Growth Model site (www.doe.in.gov/growthmodel) Identify the quadrant in which performance appears.	N/A

What is the pattern of growth over several years? What subgroups are showing growth? To what is growth attributed (e.g., strong, aligned curriculum, effective teaching strategies, etc.)? What are areas for concern? What might be some causes of low/no growth?	
What enrichment services are available to students? The Levels of Service(LoS) model is in place at Southwood Elementary. The services are concentrated in the areas of English/Language Arts and Math although research projects are pursued in other areas as well. The Art and Music instructors also work to develop the talents of identified students. Summer art and theatre programs are also available to students after the completion of 3rd grade. **How are students selected for participation**? The High ability Identification process involves the use of SAGES, CoGAT, KOI, Benchmark reading level, and NWEA scores are used. There is flexibility in the program in that a student with a special interest in a topic may participate when that topic is being covered. How many students participate? Currently 30 students are identified but participation is flexible.	
What intervention services are available to students? We have a daily 30 minute intervention and extension block at each grade level. During that time students may be involved in any of the following interventions: Speech & Language therapy, Social Skills groups, Leveled Literacy Intervention, Read Naturally, Visualizing and Verbalizing, Seeing Stars,	I & E time- daily RtI packets for some students Collaboration notes between interventionists and classroom teachers Benchmark Results Summer School records Psychological Evaluations

Phonomeic Awareness Groups, Wislon Reading, ITRI, or test taking skills group. How are students selected for participation? Each student is assessed individually. Some students participate on the basis of their IEP. Other students are selected for participation based on their formative assessment data. SWOOP group leaders and intervention group leaders collaborate with the classroom teacher to make decisions. Students with significant concerns are taken through the RtI process and may be identified for interventions through that process as well. 3rd grade students who do not pass IREAD will begin immediate, additional reading interventions. The services of a School Psychologist are available to do evaluations with parental permission. How many students participate? Groups are fluid and flexible so participation varies but, at any one time, easily 100-130 students are participating in some intervention. Several students receive multiple interventions. Is there measurable growth from students who participate? Yes, the majority of the students do show growth. Are there barriers to participation (e.g. after school or summer transportation, cost, scheduling, etc?) These interventions are offered during the school day to eliminate some of those barriers. The local YMCA offered funding to their summer Reading program as well as transportation. They serviced students identified by the school. The entire school schedule was revamped this year to make interventions more accessible to students.	