Strategic and Continuous  
Title I School wide Program  
School Improvement and Achievement Plan  

2015-2018

<table>
<thead>
<tr>
<th>School Name</th>
<th>Southside Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Address</td>
<td>1515 South Monroe Street</td>
</tr>
<tr>
<td></td>
<td>Hartford City, Indiana 47383</td>
</tr>
<tr>
<td>School Telephone Number</td>
<td>765-348-7584</td>
</tr>
<tr>
<td>School Fax Number</td>
<td>765-348-7580</td>
</tr>
<tr>
<td>School Number</td>
<td>0501</td>
</tr>
<tr>
<td>School Corporation Number</td>
<td>0515</td>
</tr>
</tbody>
</table>

Michelle Lochner  
Principal

Dr. Scot Croner  
Superintendent

John Payne  
School Board President
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School wide Program Leadership Team Members

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## SOUTH SIDE ELEMENTARY

**Title I Schoolwide Planning Team**

2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Blakely</td>
<td>Teacher</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Cindy Coleman</td>
<td>Teacher</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Lynn Glentzer</td>
<td>Teacher</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Amanda Wolfe</td>
<td>Teacher</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Jessica Barry</td>
<td>Parent</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Sara Atkinson</td>
<td>Parent</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Michelle Lochner</td>
<td>Principal</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>
Part 1 - Introduction

1. Describe your school’s educational program plan. Include information regarding grade level composition and the school’s mission, vision and core beliefs. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school’s student population (demographics). (PL.221) (SWP-CNA) (Current Reality)

Educational program plan:

Southside Elementary School is located on the south side of Hartford City, Indiana. Preschool through Grade Three students from Hartford City, Shamrock Lakes, Dunkirk and surrounding rural townships on the south half of Blackford County are served. The building houses one section of Developmental Preschool, five kindergarten classes, four grade one classes, four grade two classes and four grade three classes. The 405 kindergarten through grade three students enjoy the facility which houses a multipurpose gym/cafeteria, working kitchen, media center, 25 classrooms including art, music, computer labs, and reading classrooms. Southside employs a staff of fifty-two with 20 certified staff.

Mission Statement

Southside Elementary School:
Changing our world, one child at a time!

Vision Statement

Southside Elementary School:
Every day, in every way, the Southside Community helps each other learn, live and grow.

Current Reality

Southside students are among the 13.40% in Blackford County living in poverty with a county unemployment rate of 7.5%. Presently, 65% of Southside students are eligible for free/reduced lunch and textbook assistance. The student population comes from middle class and blue-collar families. Ethnicity demographics include 98% of the students attending Southside are White and 2% are Multi-racial, Asian, and/or Hispanic. The per capita income of Blackford County is $33,405, which places the county below the state average. Southside receives Title I funds for remediation programs.

Educational Programs offered at Southside: Full Day Kindergarten; Reading Intervention programs; Pre-School Special Education; Remediation and High Ability Groups; RTI team (Response to Intervention) Speech Services; Computer Classes; 2 Computer Labs; Mobile iPad Lab; Community Trips; Parent and Community Volunteer Program; Parent Teacher Organization.

2. Include summary information regarding the school’s Language Arts, Mathematics, Science and Social Studies program offerings. Describe how the school’s curriculum and instructional strategies support and are aligned to the Indiana Academic Standards. (PL.221) / (SI – Component #1) (Current Reality)
**Language Arts**
Southside Elementary is served by a Literacy Coordinator (District Coach). The Literacy Coordinator spends her time coaching and modeling for the teachers various strategies for reading and writing instruction.

Title I funded programming in Kindergarten through Grade Three is provided. Title I instruction is provided through small group and individual intervention. Intervention groups are small groups of students (no more than six students), uniquely grouped for specified periods of time to provide supplemental literacy instruction. Our Title I support staff provide an additional layer of literacy instruction and support beyond the daily, differentiated classroom literacy instruction. The goal of Intervention Groups is to serve the students for the shortest possible time while simultaneously providing the necessary support for independent performance within the classroom.

**Mathematics**
Southside Elementary is served by a Math Coordinator (Math Coach). The Math Coordinator spends her time coaching and modeling mathematical strategies for the teachers.

Using Envision Math, our adopted textbook, our teachers supplement instruction of specific math standards with manipulatives and best practices in math instruction. Daily Math sheets are used as both formative assessment and spiral review of important math skills in order to better drive math instruction.

**Social Studies**
Social Studies is integrated with the Language Arts Program to address state standards and local benchmarks. Zaner-Bloser Social Studies Leveled Books and National Geographic leveled libraries were purchased as the primary resource for social studies instruction. The leveled books are supplemented in the classroom with Weekly Reader, Scholastic News, and Time for Kids.

**Science/Health**
Leveled Science Books were purchased for student’s grade kindergarten through third grade. These leveled books are in our book room leveled library and used during our literacy block to teach science.

**Additional Programs and Services**
Discuss additional program offerings, services and resources available at the school. Identify the location of a copy of the curriculum available for public inspection. (PL221)

**Art, Music, Physical Education**
Effort is made to coordinate instruction with classroom themes, activities, and teacher suggestions. Specific vocabulary words are introduced connecting fine arts and movement with classroom instruction.

**Special Education Resource Room**
The Special Education Resource Room serves students who are eligible for services based upon testing results and Case Conference decisions. Referrals may come from families or teachers.

Language arts instruction includes the Comprehensive Literacy Model and Comprehensive Intervention Model. Additionally teachers use Basic Sight Words, Touch Math programs, Envision math and Reach for Reading supplementary materials, strategies, and computer programs to address students’ needs.
Special Education Preschool
Special Education Preschool serves eligible children, ages three and four, based upon testing and Case Conference decisions. Self-contained classroom size is eight students to one licensed teacher and one classroom instructional assistant.

Curriculum Guides
Southside Elementary School uses Curriculum Maps that were created by each grade level. These maps were created using the Indiana College and Career Readiness Standards. The maps are used to guide the instruction of our students.

Library Services
In addition to our school media center, students have access to materials from the public library. The teachers and librarians work together to collect books and materials for author studies from our public library and other associated libraries in the area. The library also provides a summer reading program available to all students.

Safe and Disciplined Learning Environment
Describe what your school is doing to ensure a safe learning environment. Include a description of how you annually review and revise your Student Discipline Code and Safe Schools Plan. (PL221) (Current Reality & Proposed Plan)

The Discipline team meets quarterly to review and revise discipline data, policies and procedures. A Behavior Support Room has been created to help supervise students who have been removed from class and reteach behavior expectations.

Southside Elementary Spring 2015 Student Climate Survey
The following table demonstrate student responses to various questions about school climate.

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Some-times</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teachers care about me.</td>
<td>0%</td>
<td>6%</td>
<td>93%</td>
</tr>
<tr>
<td>2. I am proud of my school work.</td>
<td>4%</td>
<td>28%</td>
<td>68%</td>
</tr>
<tr>
<td>3. I know how I am supposed to behave at school.</td>
<td>3%</td>
<td>8%</td>
<td>89%</td>
</tr>
<tr>
<td>4. This school is a friendly place</td>
<td>2%</td>
<td>17%</td>
<td>81%</td>
</tr>
<tr>
<td>5. My teachers make learning fun and interesting.</td>
<td>3%</td>
<td>21%</td>
<td>77%</td>
</tr>
<tr>
<td>6. Most of the kids I know at school like me.</td>
<td>6%</td>
<td>22%</td>
<td>73%</td>
</tr>
<tr>
<td>7. Students who break the rules get in trouble.</td>
<td>3%</td>
<td>14%</td>
<td>83%</td>
</tr>
<tr>
<td>8. Students in my classroom like each other.</td>
<td>4%</td>
<td>26%</td>
<td>70%</td>
</tr>
<tr>
<td>9. My teachers help me when I don’t understand.</td>
<td>2%</td>
<td>14%</td>
<td>84%</td>
</tr>
<tr>
<td>10. I am an important person at school.</td>
<td>14%</td>
<td>19%</td>
<td>67%</td>
</tr>
<tr>
<td>11. I feel safe in my classroom.</td>
<td>3%</td>
<td>12%</td>
<td>84%</td>
</tr>
<tr>
<td>12. My teachers want me to do my best.</td>
<td>0%</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>13. Teachers pay attention to my problems.</td>
<td>5%</td>
<td>17%</td>
<td>77%</td>
</tr>
<tr>
<td>14. Students make fun of me.</td>
<td>62%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>15. Students make me afraid to come to school.</td>
<td>69%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>16. Students who make good choices are rewarded.</td>
<td>3%</td>
<td>17%</td>
<td>80%</td>
</tr>
<tr>
<td>17. I think that I fit in at this school.</td>
<td>5%</td>
<td>13%</td>
<td>82%</td>
</tr>
<tr>
<td>18. The rules at this school have to be followed.</td>
<td>2%</td>
<td>2%</td>
<td>96%</td>
</tr>
<tr>
<td>19. My teachers are excited about their work.</td>
<td>9%</td>
<td>19%</td>
<td>72%</td>
</tr>
<tr>
<td>20. I can do the work my teachers ask me to do if I try.</td>
<td>0%</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>21. I can talk to my teachers about private things.</td>
<td>15%</td>
<td>12%</td>
<td>73%</td>
</tr>
<tr>
<td>22. When I work hard in school, my papers are better.</td>
<td>4%</td>
<td>9%</td>
<td>87%</td>
</tr>
<tr>
<td>23. I think it is important to obey class and school rules.</td>
<td>6%</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td>24. My teachers believe that I can learn.</td>
<td>1%</td>
<td>3%</td>
<td>96%</td>
</tr>
<tr>
<td>25. I get recognized when I do good things.</td>
<td>5%</td>
<td>16%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Component 1 – Comprehensive Needs Assessment

1. Identify the titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in order to generate data for your review of student achievement. (Must include a minimum of three benchmark assessments.) (PL221) / (SI - Component #1) / (SWP - Component #1) (Current Reality)

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>mCLASS- DIBELS and Math</td>
<td>Kindergarten – Second Grade</td>
<td>BOY, MOY, EOY + Progress Monitoring</td>
<td>Measure mastery of standards; feedback for instruction and remediation.</td>
</tr>
<tr>
<td>mCLASS - TRC</td>
<td>Kindergarten, First and Second Grades</td>
<td>BOY, MOY, EOY + Progress Monitoring</td>
<td>Measure reading level. Teachers at each grade level receive information to guide instruction and remediation.</td>
</tr>
<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>Second and Third Grades</td>
<td>BOY, MOY, EOY + Progress Monitoring</td>
<td>Measure reading level. Teachers at each grade level receive information to guide instruction and remediation.</td>
</tr>
<tr>
<td>Acuity –Readiness Assessment</td>
<td>Third Grade</td>
<td>Fall, Winter and Spring</td>
<td>Measure appropriate progress in Language Arts and Math.</td>
</tr>
<tr>
<td>Assessment Writing Prompts</td>
<td>Kindergarten, First, Second, Third Grades</td>
<td>September, December, and February</td>
<td>To determine student progress with writing applications, language conventions and writing to a prompt.</td>
</tr>
</tbody>
</table>

In addition, teachers use oral assessment, teacher made assessments, rubrics, and observation.
| Grade Level | Assessments |  |  |  |
|-------------|-------------|  |  |  |
| **Kindergarten** | **Amplify** | **Mastery Fall** | **Mastery Winter** | **Mastery Spring** |
| 2010-2011 | TRC-13% mClass Math-17% | TRC-94% mClass Math-61% | TRC-95% mClass Math-71% |
| 2011-2012 | TRC-18% mClass Math-15% | TRC-75% mClass Math-61% | **TRC-73% mClass Math-67%** **Level C** TRC-88% mClass Math-51% |
| 2012-2013 | TRC-20% mClass Math-14% | TRC-71% mClass Math-47% |  |
| 2013-2014 | TRC-38% mClass Math-30% | TRC-70% mClass Math-45% | TRC-31% mClass Math-52% |
| 2014-2015 | TRC-1% mClass Math-11% | TRC-41% mClass Math-52% | TRC-65% mClass Math-60% |
| **First Grade** | **Amplify** | **Mastery Fall** | **Mastery Winter** | **Mastery Spring** |
| 2010-2011 | TRC-46% mClass Math-19% | TRC-70% mClass Math-53% | TRC-73% mClass Math-59% |
| 2011-2012 | TRC-87% mClass Math-24% | TRC-88% mClass Math-57% | TRC-84% mClass Math-65% |
| 2012-2013 | TRC-91% mClass Math-34% | TRC-82% mClass Math-68% | TRC-77% mClass Math-73% |
| 2013-2014 | TRC-19% mClass Math-25% | TRC-39% mClass Math-56% | TRC-60% mClass Math-71% |
| 2014-2015 | TRC-30% mClass Math-37% | TRC-39% mClass Math-60% | TRC-46% mClass Math-68% |
| **Second Grade** | **Amplify** | **Mastery Fall** | **Mastery Winter** | **Mastery Spring** |
| 2010-2011 | TRC-57% mClass Math-67% | TRC-73% mClass Math-77% | TRC-79% mClass Math-71% |
| 2011-2012 | TRC-76% mClass Math-53% | TRC-85% mClass Math-75% | TRC-90% mClass Math-68% |
| 2012-2013 | TRC-57% mClass Math-39% | TRC-59% mClass Math-46% | TRC-76% mClass Math-52% |
| 2013-2014 | TRC-68% mClass Math-87% | TRC-61% mClass Math-90% | TRC-73% mClass Math-84% |
| 2014-2015 | TRC-51% mClass Math-15% | TRC-66% mClass Math-20% | TRC-71% mClass Math-19% |
2. Include a description of **district wide assessments.** *(Current Reality)*

**Amplify**
All students in Kindergarten-second grade participate in Wireless Generation Assessment three times per year. The assessments include DIBELS, TRC, and mClass Math.

**Acuity**
Third Grade students at Southside will participate in Acuity language arts and math assessments. Students will participate in three readiness assessments.

**Scholastic Reading Inventory**
Second and Third grade students take the Scholastic Reading Inventory (SRI) three times per year as a benchmark assessment for reading levels. Students who fall within the basic and below range are progress monitored using the assessment between benchmark assessments.

3. Include a description of formative (benchmark assessments) and summative assessments specific to the school. *(Current Reality)*

**High Ability Screening**
All kindergarten and third grade students are screened for high ability by our school psychologist. Students in other grade levels will be tested by referral. Students may be identified in reading, math or both. The protocols used for the assessment are the CogAT full battery ability screening and other appropriate standardized assessments as well as classroom achievement, teacher recommendation and a parent inventory. The High Ability Committee will blindly select students identified as high ability based on the results of the above inputs. The High Ability Committee will consist of administrators, teachers, parents, students, the school psychologist, and the district high ability coordinator. Parents may appeal the committee’s decision, in which case the district’s school psychologist will retest these students and make a recommendation to the committee.

**ISTEP+ Trend**

1. *Analyze student achievement data based on the percentage of students meeting academic standards under the ISTEP + Program. (PL221) (Current Reality)*

For the fourth year in a row, the overall pass rate for ISTEP + Math was above state average for third grade students.

In spring 2015 69% of third grade students passed ISTEP+ Math.
- Third grade pass rate was 7% above state average in 2015.
- 74% of males passed math, and 64% of females passed math.
- 59% of free and reduced lunch students passed math compared to 79% of paid lunch students.

For the fourth year in a row, the overall pass rate for ISTEP+ Language Arts was above state average for third grade students.

Spring 2015, 78% of third grade students passed ISTEP+ Language Arts.
• Third grade pass rate of 7% above state average.
• 79% of male students passed LA, and 76% of females passed LA.
• Students receiving pass+ were 12%, maintaining status quo.

2. Use the chart below to identify the current AYP status of all groups and disaggregated subgroups in both English/Language Arts and Mathematics (derived from an assessment of the current status of educational programming). (SI Component #5) (Current Reality)

<table>
<thead>
<tr>
<th>ISTEP+ (AYP status)</th>
<th>Spring 10</th>
<th>Spring 11</th>
<th>Spring 12</th>
<th>Spring 13</th>
<th>Spring 14</th>
<th>Spring 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY INDICATORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3 Percent Passing ISTEP+</td>
<td>62%</td>
<td>82.2%</td>
<td>92%</td>
<td>89%</td>
<td>86%</td>
<td>78%</td>
</tr>
<tr>
<td>□ Percent Black Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent Asian Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent Hispanic Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent White Students</td>
<td>64%</td>
<td>81%</td>
<td>91%</td>
<td>87%</td>
<td>87%</td>
<td>77%</td>
</tr>
<tr>
<td>□ Percent Multiracial</td>
<td>50%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade 3 Percent Passing ISTEP+ (Math)</td>
<td>64%</td>
<td>80.6%</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>69%</td>
</tr>
<tr>
<td>□ Percent Black Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent Asian Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent Hispanic Students</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Percent White Students</td>
<td>67%</td>
<td>80%</td>
<td>87%</td>
<td>87%</td>
<td>91%</td>
<td>67%</td>
</tr>
<tr>
<td>Grade 3 Passing Both Tests</td>
<td>59%</td>
<td>74.6%</td>
<td>85%</td>
<td>83%</td>
<td>84.1%</td>
<td>64%</td>
</tr>
<tr>
<td>School Attendance Rate</td>
<td>95.4%</td>
<td>95.2%</td>
<td>95.2%</td>
<td>95.5%</td>
<td>96.1%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

3. Identify specific and measurable objectives for meeting AYP overall and by disaggregated subgroups. (PL221) / (SI - Component #5) / (SWP – Component #1)

• Implementation of Comprehensive Literacy Model to improve core language arts instruction. Training and modeling will be provided by the District Literacy Coach.
• Provision of daily interventions for struggling language arts students.
• Sixty-six percent of kindergarten through grade two students will perform at expected skill level in the category of Text Reading Composite (TRC) as measured by the Wireless Generation Reading 3D by the final administration in May, 2016.
• Students falling below expected skill level will have appropriate interventions provided and monitored by mClass progress monitoring tools.
• Eighty-two percent of third grade students will perform on target to pass ISTEP Language Arts as assessed through Acuity Readiness Assessments.
• All K-2 students will participate in Literacy Groups as a Tier One intervention. Students will be assessed through TRC three times a year as a universal assessment.
• All Kindergarten and third grade students will be assessed for High Ability by our school psychologist. All students’ designated high ability in kindergarten through second grade will be placed in Tier Two and Tier Three interventions as determined by need.
• Seventy percent of kindergarten through second grade students and ninety percent of third grade students will be on grade level in math by May 2016, as measured by mClass or ISTEP.
• Sixty-five percent of kindergarten through third grade students will score on grade level or higher in writing, using developmental rubrics or the ISTEP Rubric.
• Attendance policies and procedures will be strictly enforced.

Include graphs or charts from the annual performance report. Include data related to performance indicators other than those included in the annual performance report. (PL221) / (SWP – Component #1)

CNA Summary Information

1. Describe how a comprehensive needs assessment was conducted and how it addresses the areas of Student Achievement, Curriculum and Instruction, Professional Development, Parental Involvement and School Context and Organization. **Pay particular attention to the needs of educationally disadvantaged children.** (Current Reality)

The comprehensive needs assessment was conducted using a variety of methods such as parent surveys, data from standardized and district generated assessments, and teacher input.

Student Achievement
Student achievement data for K-2 was derived from Amplify assessments in the both Reading and Math. Each student is assessed with Amplify three times a year. Specific students are assessed through Amplify for progress monitoring every three weeks. Third grade students are assessed using Acuity Predictive assessments three times per year. Students use educational resources from Acuity between assessment periods. Third grade students are assessed for reading level through Scholastic Reading Inventory (SRI) three times a year with progress monitoring in between. SRI uses a Lexile range to determine a student’s reading level.

Curriculum and Instruction
In the areas of Curriculum and Instruction the trend data has been provided from ISTEP results for the last nine years. The information is presented and disaggregated by several cohort groups (p.13).

Professional Development
For the past three years, teachers have met annually to look at current data and identify professional development needs. Our professional development plan has been created with embedded professional development by our District Literacy Coach.

Parental Involvement/School Context and Organization
A parent survey was conducted in May, 2015. Approximately 50 percent of families responded. The data is represented by the percentage of parents who agree, so-so, or disagree (page 14).
CNA Summary Information

2. Summarize (using data) the actual results from the school’s needs assessment. Identify the strengths and weaknesses of the current program in the five focus areas. (Current Reality)

Student Achievement

Strengths:
Math
Southside students grades K-2 recorded an overall assessment average of 21% proficient at the beginning of the 2014-2015 school year determined by mClass Math. By May, students increased their overall proficiency rate by 28% to an overall rate of 49% determined by mClass math. Although students do not meet the benchmark for the number of completed answers measured through mClass math, their answers show a high accuracy rate. The teachers and district coach are working to standardize the assessment procedures to show students’ understanding more accurately.

Language Arts:
Southside Elementary School students recorded an overall assessment average of 27% proficient at the beginning of the 2014-2015 school year as determined by TRC. By May, students increased their overall proficiency rate to 61%. This increase was measured at 34%. Kindergarten showed good growth (from 1% to 65% passing.)

Weaknesses:
Math:
First and second grade students did not see a significant increase in math proficiency between the second and third assessment determined by mClass math. A systematic approach to math instruction is needed in order to improve over math performance. Teachers at all grade levels met over the summer to revise our curriculum maps and assessments to better align with the standardized assessments. The district math coach is providing ongoing, embedded professional development to all teachers for math instruction and intervention.

Language Arts:
MClass TRC benchmark testing materials and expectations were changed in 2014-2015. Progress monitoring will need to be completed for DIBELS and TRCs in order to target specific areas of need and provide targeted interventions.
Professional Development

Southside Elementary has created an embedded professional development model. Our focus has been on the Comprehensive Literacy Model. The professional development model was embraced by the faculty. We will continue this professional development model as we look at refining our Writer’s Workshop in order to improve overall student performance in writing.
# 2015 Parent Survey Results

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I think what my child is learning at school is important.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>This school is a good place for my child to learn.</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>22%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I like the way the school and playground look.</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
<td>25%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teachers and staff whom I know at this school are friendly.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>20%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My child gets along well with others in this School.</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>27%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I know what behavior is expected of my child at this School.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I feel it is important for my child to obey the classroom And school rules.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I feel that this school is structurally and environmentally safe.</td>
<td>2%</td>
<td>5%</td>
<td>9%</td>
<td>25%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I feel that my child is safe at school.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>32%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I feel that my child’s personal belongings left at this school are safe.</td>
<td>0%</td>
<td>2%</td>
<td>12%</td>
<td>36%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>My child is challenged by his or her schoolwork this year.</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>38%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The teachers at this school are excited about their work.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>35%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I feel welcome at this school.</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>24%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I can talk with my child’s teachers easily.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>19%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I am satisfied with my child’s academic progress.</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>26%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I am satisfied with my child’s social program at this school.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>24%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>My child’s teachers enforce classroom and school rules.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>17%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>My child’s teachers reward good student choices and behavior.</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>27%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I feel that my child fits in at this school.</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>22%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>As a parent, I like this school.</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
<td>29%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>The teachers expect my child to learn.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>20%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I think the assemblies, field trips, and other extras at this school are important.</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>25%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The staff makes me feel good about visiting the school.</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>32%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I feel comfortable talking with the principal.</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
<td>30%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>When it comes to discipline at this school, my child has been treated fairly.</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>28%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>The teachers keep me informed about how my child is doing in school.</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>35%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>The teachers give me ideas about how I can help my child do his or her best.</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>32%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>I am satisfied with my child’s progress in reading.</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>25%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>I am satisfied with my child’s progress in writing.</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>32%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>I am satisfied with my child’s progress in arithmetic.</td>
<td>0%</td>
<td>1%</td>
<td>7%</td>
<td>33%</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>
**Strengths:** Most parents surveyed feel very positive about our school. The majority of parents surveyed believe learning is important, students should obey school rules and guidelines, and teachers expect their child to learn.

**Weaknesses:** Relative weaknesses from the survey were in the areas of school safety. 86% of parents feel that their children’s belongings are safe at school and 84% believe that the school is structurally and environmentally safe.

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3. **As a result of the comprehensive needs assessment, what are the specific priority need areas for the school wide program? Please list in priority order 1, 2, 3, etc.**

**Priorities:**
1. Implement research based reading and math strategies for all grade levels
2. Improved strategies for math instruction that can improve critical thinking skills and problem solving.
3. A School-wide Math Program to assist with developing programs to support both struggling and high ability students
4. A comprehensive progress monitoring system for reading, writing, and math.
5. A framework using the 6 traits of writing and writer’s workshop with fidelity to improve overall writing abilities of students.
7. Continue to improve resource area on the school website for parent access.
8. Implementation of School Messenger and ParentEdge to communicate with parents.

**School wide Program Goals/Strategies**

1. Write SMART goals for each program improvement area identified as priority needs through the comprehensive needs assessment. Identify and describe the scientific research based strategies (cite research) the school will implement to achieve these school wide goals. *(Proposed Plan)*

**Goal #1:** By Spring 2016, 82% of grade 3 students and 66% of K-2 students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured ISTEP+, Reading 3D and Acuity.
   - Use mClass Reading, SRI, and Acuity as a progress monitoring tool to better inform student reading instruction.
   - Continue implementation of literacy groups as a Tier 1 reading intervention.
   - Implement the Comprehensive Literacy Model, including research based instruction based on the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension.)
   - Daily interventions for struggling readers provided by interventionists (trained by the district literacy coach)

**Goal #2:** By Spring 2016, 65% of K-3 students will meet or exceed Indiana Academic Standards in English Language Arts Writing as measured ISTEP+ and a developmental rubrics.

**Strategies:**
- Continue Implementation of Writer’s Workshop
- Incorporate writing benchmarks (three per year) using a standard writing rubric.
- Implement 40 minutes of writing time for each student daily.
**Goal # 3:** By Spring 2016, 75% of grade 3 students and 70% of K-2 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+, mClass Math and Acuity.

**Strategies:**
- Implement a minimum of 60 minutes of math instruction daily.
- Continue to implement strategies from Balanced Math as a framework for math instruction.
- Work with math coach to ensure the use of research based strategies.

2. Describe the school wide planning team’s process for communicating with the school community and how they will be involved in the implementation, further development and continuous evaluation of the school wide plan. *(Current Reality/Proposed Plan)*

The School wide Leadership Team will meet monthly to maintain the integrity and evaluate the implementation of the school wide plan. Staff members are updated on decisions weekly and pending decisions through emails and announcements. All staff is invited to provide input to their grade level representative or school administrator pertaining to relevant school wide topics. In addition, the team communicates to parents and community through newsletters and an updated school website.

Additionally, school district representatives meet quarterly with representative from Southside’s Leadership Team members to review the plan and clarify understandings. The Leadership Team uses information from parent, staff and student surveys to assist with data driven review and revision of our plan. Our parents and community stakeholders are invited to give input regarding the plan at any time. Implementation assessment tools and student achievement data will be used to continuously evaluate the implementation of the plan and its effect on student achievement.

The Leadership Team will plan events and promotions to celebrate the successes of our students. We will celebrate academic and social growth and achievement of students, classes and the school as a whole. We will work with the PTO to celebrate with the entire community.
## Component 2 – Implementation of Reform Strategies

<table>
<thead>
<tr>
<th>Tier</th>
<th>Purpose</th>
<th>Characteristics</th>
<th>Student Selection</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| III  | **Provide sustained support for students:**  
- Who do not meet set growth goals  
- Whose data indicates the need for support at all three tiers to meet their needs  
- Identify students at risk for not reaching academic and/or behavior standards.  
- Identify students who are high ability and need academic enrichment to meet their needs.  
- Provide explicit and appropriate systematic instruction so that students’ performance rapidly reaches or exceeds established standards thereby preventing school failure. | **A written plan for individualized, research-based, intensive supports that are culturally relevant.**  
- Ongoing supports, carefully designated to provide explicit, systematic instruction and reinforcement.  
- Interventionist  
- Students progress monitored frequently  
- Regularly scheduled reviews of data to determine the effectiveness of the intervention  
- Behavior: Increased opportunity to practice  
- Literacy: Daily sessions in small group with substantial opportunity to practice | **Students with identified reading or behavior problems as determined by school-wide indicators and/or progress monitoring data from targeted supports.**  
- Students with high ability in reading and math as determined by school-wide indicators. | **Direct Instruction:** Teachers; Instructional Assistants; Intervention Specialists; School Social Worker; Behavior Specialist  
**Collaboration:** Classroom Teacher; Parents; Student Assistance Team; Social Worker; Principal  
**Data Entry:** All personnel  
**Scheduling:** Social Worker and Principal  
**Materials:** Principal and Social Worker  
**Monitoring:** Principal; Social Worker; Classroom Teacher; RtI Team, Behavior Specialist, District Coaches, Meridian Personnel (outside of school) |
| II   | **Identify students at risk for not reaching academic and/or behavior standards.**  
- Identify students who are high ability and need academic enrichment to meet their needs.  
- Provide explicit and appropriate systematic instruction so that students’ performance rapidly reaches or exceeds established standards thereby preventing school failure. | **Supplemental instruction programs that are culturally responsive and data supported as effective for a type of problem.**  
- Customized content, linked to core curriculum.  
- Instruction in flexible small groups for students with relatively homogenous needs, at risk for behavior and (or) reading problems.  
- Instruction more explicit, systematic, focused, and enriching.  
- Student progress monitored more frequently. | **Students identified “at risk” for reading and behavior problems through use of school-wide indicators and other screening procedures.**  
- Students with high ability in reading and math as determined by school-wide indicators. | **Direct Instruction:** Teachers; Instructional Assistants; Intervention Specialists; School Social Worker; Behavior Specialist  
**Collaboration:** Classroom Teacher; Parents; Student Assistance Team; Social Worker; Principal  
**Data Entry:** All personnel  
**Scheduling:** Social Worker and Principal, Coach  
**Materials:** Principal and Social Worker, Coach  
**Monitoring:** Principal; Social Worker; Classroom Teacher; RtI Team, Behavior Specialist, District Coaches, Meridian Personnel (outside of school) |
| I    | **Maximize learning for all students**  
- Minimize the number of students in need of intervention  
- Core curriculum addresses the learning needs for students allowing 80-90% of students to meet performance indicators. | **High quality general education instruction provided in classroom and non-classroom settings that is explicit, systematic, and proactive.**  
- Instructional methods make access possible for all students  
- Core curricula includes culturally responsive practices | **All students receive explicit instruction** | **Direct Instruction:** Classroom Teachers; Instructional Assistants;  
**Collaboration:** Classroom Teachers; Parents, Coaches  
**Data Entry:** Classroom Teacher Instructional Assistant  
**Scheduling:** Principal, Coaches  
**Materials:** Classroom Teacher  
**Monitoring:** Classroom Teacher; Teaching Assistant; Principal, District Coaches |
<table>
<thead>
<tr>
<th>Tier</th>
<th>Intervention Procedures</th>
<th>Examples for Behavior</th>
<th>Examples for Academics</th>
</tr>
</thead>
</table>
| Tier III | **Assessment Tools**  
- School-wide indicators to identify students and plan intensive instruction  
- **Data Sources:**  
  - Wireless Generation: mClass Math, Reading, Writing  
  - Reading Records  
  - S.S.R.S. (Social Skills Rating Scale)  
  - Acuity |  
- Meridian Services (outside of school)  
- Individual Counseling (outside of School)  
- Individual Counseling (in school)  
- Kid’s Hope USA Mentor |  
- LiPS  
- Four Week School Summer School  
- Math Intervention (Five Days Per Week)  
- Fastt Math with Supplements  
- Reading Intervention groups |
| Tier II | **Assessment Tools**  
- School-wide indicators to identify students and plan intensive instruction  
- **Data Sources:**  
  - Wireless Generation: mClass Math, Reading, Writing  
  - Reading Records  
  - Writing Benchmarks  
  - S.S.R.S. (Social Skills Rating Scale)  
  - Acuity |  
- Cub Skills lessons  
- Social Skills Groups  
- Counseling Groups  
- Lunch Groups (helping student make friends)  
- Meridian Services (outside of school)  
- Reteaching in Behavior Support room |  
- Reading Intervention groups  
- LiPS  
- Leapfrog  
- Junior Great Books  
- Jump Start-Pre Kindergarten  
- Math Intervention groups  
- Fastt Math |
| Tier I | **Assessment Tools**  
- School-wide indicators to identify students and plan intensive instruction  
- **Data Sources:**  
  - Wireless Generation: mClass Math, Reading, Writing  
  - Reading Records  
  - Writing Benchmarks  
  - S.S.R.S. (Social Skills Rating Scale)  
  - Acuity  
  - Reading Counts  
  - Acuity  
  - Common Formative Assessments |  
- Cub Skills: Classroom Presentations; Grade Level Presentations; Daily Announcements;  
- Student Recognition Programs  
- Cub Bucks |  
- Comprehensive Literacy Model  
- Guided Reading Groups  
- LiPS (Whole Class Instruction Kindergarten and First Grade)  
- Implementation of Readers Workshop  
- Implementation of six traits writing strategies)  
- Balanced Math  
- Scoot Pad  
- IXL |
Southside Elementary Schools “Tiers for Student Success” in our school wide reform strategy. The strategy represents three tiers of academic and behavioral tiers that will benefit all students. Progress monitoring assessment will be Acuity, Scholastic Reading Inventory and Amplify.

Tier one represents interventions that all students will receive.

**Behavior Tier I**
- **Cub Skills**- Cub Skills is Southside Elementary School’s version of Skillstreaming, a nationally known behavior program which focuses on social skills. All Southside students will attend bi-weekly social skill presentations by the school social worker and facilitator.
- **Cub Bucks**- Students will receive “Cub Bucks” from school personnel for demonstrating “Cub Skills” that they may redeem for prizes in the “Cub Den.”

**Academic Tier I**
- **Guided Reading Groups**: Kindergarten through Grade 2 students are placed in small, homogeneous, flexible groups for instruction. Groups have less than six students per group. Each student’s group is determined by student’s level of decoding and comprehension based on TRC. Each group is facilitated by a teacher or paraprofessional. Classroom teachers work with low performing students and paraprofessionals provide instruction for average to above performers.
- **Reading Instruction** - Allowing students to interact with books a more natural way
- **Balanced Math**- A balanced mathematics framework that assist teachers in dividing their mathematics instructional time daily into segments of mental math, problem of the day, review lesson, focus lesson, classwork or homework.

**Behavior Tier II**
- **Cub Skills**: Student specific interventions that teach students new strategies to cope with aggressive behaviors.
- **Social Skills Groups**- Five to six member student groups who meet with the school counselor to reinforce social skills taught through weekly Cub Skills.
- **Counseling Groups**- Small groups of students who meet with the counselor about specific issues (divorce, death of family member, etc…)
- **Lunch Groups** (helping students make friends)- Groups of students who meet with the counselor, principal, or facilitator to learn how to make friends and build relationships with peers.
- **Meridian Services**- Counseling service outside the school that works with students and parents about specific behavior issues.

**Academic Tier II**
- **Emergent Language and Literacy Groups** are for children who are in kindergarten or first grade and are at the emergent level of reading and writing. The intervention emphasizes oral language development, phonemic awareness and phonics, and the important concepts about print that are essential to learning to read. The components include shared reading, interactive writing, and opportunities to engage in language experiences around books that have been read aloud. The groups are 30 minutes daily.
• **Guided Reading Groups** are for children in grades one to three who are reading at the early to transitional levels of reading and writing, but are lagging behind their classmates. Instruction in these groups includes the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

• **Assisted Writing Groups** are designed to support first grade children at the early stage of writing development who are lagging behind their classmates. During interactive writing the students learn about the writing process: composing, revising and editing strategies, and the link between reading and writing.

• **Junior Great Books (Three Times Weekly)**—Small Group instruction for high ability students. Junior Great Books program is research based reading program that provides a framework for teaching reading comprehension, critical thinking, and writing in context of students sharing ideas about great literature.

• **Jump Start-Pre Kindergarten**—A four week program for incoming kindergarten students performing below expectation. The class is limited to twenty four students. Students will use Waterford Early Reading Program daily along with intense instruction in letter identification and sound identification.

**Behavior Tier III**

• **Meridian Services**—Counseling service from outside the school that works with students and parents about specific behavior issues.

• **Individual Counseling (Outside of School)**—Counseling provided by an outside agency for individual students

• **Individual Counseling (Inside of School)**—Counseling provided by the school counselor on an individual basis.

• **Mentorship programs**—Adult mentoring program for at-risk children. This program provides weekly one hour meetings with students.

**Academic Tier III**

• **Emergent Language and Literacy Groups** are for children who are in kindergarten or first grade and are at the emergent level of reading and writing. The intervention emphasizes oral language development, phonemic awareness and phonics, and the important concepts about print that are essential to learning to read. The components include shared reading, interactive writing, and opportunities to engage in language experiences around books that have been read aloud. The groups are 30 minutes daily.

• **Intervention Groups**—Targeted students will meet five days a week in an intervention group. Interventionists will be trained by the District Literacy Coach in specific, explicit interventions to use with these students.

• **Guided Reading Plus Groups** may be used by the teacher to support children who are reading at the early to transitional levels of reading and writing, but are lagging behind their classmates.

• **Four Week Summer School**—All students performing below grade level will be strongly encouraged to attend a four week summer school program. Students who do not pass IREAD will be retained in third grade unless they attend summer school and pass the summer administration of the IREAD test.
Technology as a Learning Tool

Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually. (PL221) (Current Reality & Proposed Plan)

Current Reality:
Through our SWP/PL221 plan, staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and is aligned with best practices. Teachers are providing instruction for students through two computer labs, SMART boards, and four computers in each classroom. Instruction in Keyboarding, Microsoft Word, Publisher, Excel and Power Point, as well as learning to use the internet for research is woven into content area instruction.

Southside has SMART Boards and document cameras in every academic classroom to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students.

Proposed Plan:
Southside Elementary will continue with the above programming in technology. Southside Elementary will continue to implement SMART board technology with our building. In 2012, Southside purchased an iPad mobile lab to be used for instruction and assessment. The next step is to acquire a set of 5 additional devices (ipad minis) for each classroom. Third grade students will participate in the online version of ISTEP in spring 2016.

Blackford County Schools has a three year technology plan. This technology plan is reviewed, revised and evaluated annually.

We will continue to have parent nights designed to allow students to demonstrate the current use of technology in the classroom and to show parents how students can use technology at home to support their learning.

Cultural Competency

Describe the culturally appropriate strategies the school uses to increase the educational opportunities provided for all students/subgroups. (PL221) (Current Reality & Proposed Plan)

Southside Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the Southside student population. Targeted Groups for the 2015-16 school year are:
- Special education students
- Free and Reduced Lunch Students

Culturally appropriate strategies for improving student achievement for each identified subgroup at Southside have been emphasized in this School wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroups are:
- Response to Instruction Tiered Approach to Instruction.
- Staff read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.
- Staff are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Southside’s identified subgroups.
- Weave cultural competency into balanced literacy through read alouds, literacy response, literature circles and shared readings of material highlighting social issues throughout history as well as the present.

Component 3 – Highly Qualified Teachers (Core Content Areas)

1. Describe the school’s plan to ensure that highly qualified professional staff is employed at the school and how qualified staff will be employed in a manner that best enhances your school wide reform plan.  (Current Reality Proposed Plan)

Southside Elementary School is located near three universities with quality teacher training programs. Currently, we have students from Ball State University, Taylor University, and Indiana Wesleyan University that regularly complete field studies and student teaching at our school. With that opportunity in place, we have a steady influx of appropriately trained and qualified teachers in our school each year.

Southside Elementary, under the guidance of the Blackford County School Corporation:
1. Hires only instructional personnel who meet the definition of highly qualified.
   a. All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified.
      i. Hold a valid Indiana Teaching License appropriate for elementary grades, and
      ii. Pass the Pearson Core licensing exam entitled Elementary Education, Curriculum, Instruction and Assessment.
   b. All veteran teachers (one plus years of experience must be properly Licensed and meet the NCLB definition of highly qualified. Hold a valid Indiana Teaching License, and complete one of the following:
      i. Pass the Pearson Core licensing exam entitled Elementary Education, Curriculum, Instruction and Assessment.
      ii. Pass the National Teacher Exam (NTE) Specialty Test called “Education in the Elementary School” (code #20010).
      iii. Earn 100 points on the High Objective Uniform State Standard and Evaluation (HOUSSE) Rubric.
   c. The local School Board requires that all those hired to be Instructional Assistants must meet highly qualified status.
   d. All School wide Program Instructional Assistants hired to provide instructional support to students must meet the NCLB definition of highly qualified regardless if program assignment or funding in one of the following ways:
      i. Complete two years at an institution of higher education, or
      ii. Possess an Associate’s Degree or higher, or
      iii. Successfully complete the Para Pro.

2. Uses Title I Parent Policy letter to parents and Annual Title I Parent Meeting to make parents aware of the highly qualified status of all staff members.
3. Maintains documentation in the principal’s office that all instructional staff members are considered highly qualified. (See No. 2 and 3 of this document under this component).
2. Identify all teachers employed at the school, their teaching position and/or the courses they teach. Provide documentation that they meet the definition of “highly qualified” as outlined in the Title I law. (Current Reality)

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Lochner</td>
<td>Principal</td>
<td>NTE</td>
</tr>
<tr>
<td>Julie Thomas</td>
<td>Speech Language Pathologist K-3</td>
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</tr>
<tr>
<td>Lorri Smith</td>
<td>Second Grade</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Sherry Thomas</td>
<td>Kindergarten</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Jennifer Gallatin</td>
<td>Computers</td>
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</tr>
<tr>
<td>Cissy Clock</td>
<td>Kindergarten</td>
<td>NTE</td>
</tr>
<tr>
<td>Ashley Leming</td>
<td>Kindergarten</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Lynn Glentzer</td>
<td>First Grade</td>
<td>HOUSSE</td>
</tr>
<tr>
<td>Monica Myers</td>
<td>Third Grade</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Rachel Shively</td>
<td>Kindergarten</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Carrie Goodwin</td>
<td>Third Grade</td>
<td>Pearson Core</td>
</tr>
<tr>
<td>Jennifer Fisher</td>
<td>First Grade</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Amber Crabtree</td>
<td>Kindergarten</td>
<td>HOUSSE</td>
</tr>
<tr>
<td>Julie Tucker</td>
<td>First Grade</td>
<td>HOUSSE</td>
</tr>
<tr>
<td>Gina Kane</td>
<td>Special Needs</td>
<td>HOUSSE</td>
</tr>
<tr>
<td>Amanda Wolfe</td>
<td>First Grade</td>
<td>Praxis II</td>
</tr>
<tr>
<td>Molly Kosar</td>
<td>Third Grade</td>
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<tr>
<td>Brooke Mochal</td>
<td>Second Grade</td>
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</tr>
<tr>
<td>Kacey Harlow</td>
<td>Second Grade</td>
<td>Praxis II</td>
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<tr>
<td>Rhonda Thurman</td>
<td>Second Grade</td>
<td>NTE</td>
</tr>
<tr>
<td>Jessica Blakely</td>
<td>Music K-3</td>
<td>NTE</td>
</tr>
<tr>
<td>Carma Reidy</td>
<td>Third Grade</td>
<td>Praxis II</td>
</tr>
</tbody>
</table>

### Highly Qualified Paraprofessional Documentation

<table>
<thead>
<tr>
<th>Classified Staff</th>
<th>Fund Resource</th>
<th>HQ Option</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tricia Blakely</td>
<td>Title I</td>
<td>Masters Degree</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Jenny Eppard</td>
<td>Title I</td>
<td>Para Pro</td>
<td>Instructionist</td>
</tr>
<tr>
<td>Teresa Connor</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Cheryl Snyder</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Robbin Williams</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Kelli Penrod</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Lori White</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Beth Brown</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Penny Willmann</td>
<td>Title I</td>
<td>Para Pro</td>
<td>Instructionist</td>
</tr>
<tr>
<td>Heidi Dadelston</td>
<td>General Fund</td>
<td>2 years of college</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Tracy Witt</td>
<td>General Fund</td>
<td>Bachelor’s degree</td>
<td>Special Instructor - PE</td>
</tr>
<tr>
<td>Allicia Futrell</td>
<td>General Fund</td>
<td>2 years of college</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Eshanne Collier</td>
<td>Title I</td>
<td>Associate’s degree</td>
<td>Interventionist</td>
</tr>
<tr>
<td>Lorna Manley</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Sarah Jones</td>
<td>General Fund</td>
<td>Bachelor’s degree</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>Heather Loney</td>
<td>General Fund</td>
<td>Bachelor’s degree</td>
<td>1-1 Instructional Support</td>
</tr>
<tr>
<td>Terese Zirkel</td>
<td>General Fund</td>
<td>4 years of college</td>
<td>Special Instructor - Art</td>
</tr>
<tr>
<td>Jeannie Cain</td>
<td>General Fund</td>
<td>Para Pro</td>
<td>Librarian</td>
</tr>
</tbody>
</table>
Component 4 – Professional Development

The staff at Southside Elementary has been involved with high quality and ongoing professional development for teachers, principal, and paraprofessionals for the last six years. As our staff is beginning to change, the district coaches will provide ongoing training and support for new teachers. Implementation of best practices has been consistent and forward moving. Attention to professional development is provided to enable new staff to continue their professional growth and align knowledge and initiatives with veteran staff.

As part of our school wide reading goal, continued embedded professional development in the area of reading will be performed by our District Literacy Coach. The coach will assist Southside Elementary with the continued implementation of the Comprehensive Literacy Model (CLM).

In the 2015-16 school year, Southside will continue to work on the goal of improving math and literacy instruction. We have identified our “Big Rocks” for literacy instruction and will continue to work together to identify the “Big Rocks” for math. The grade level teams and coach will work together throughout the year to analyze data, target areas of need and provide professional development to reach those goals.

Teachers will actively participate in Professional Learning Communities for 40 minutes weekly before school. Additionally, teachers will have collaborative data meetings twice a week before school. Teachers will share data from the individuals in their classroom in order to inform their instruction.

Ongoing, job embedded professional development will continue in the areas of literacy and math throughout the school year. Teachers will meet every week for professional development in math, reading or data analysis. Coaches are available to observe and offer feedback. Teachers also have the option of release time to observe in other classes.

4. Discuss the procedures in place to provide mentoring (at the district and school levels) for new teachers and to provide ongoing support for all teachers. (SI – Component #10) / (SWP – Component #4) (Current Reality/Proposed Plan)
To ensure success for new teachers, they are provided with an evening of training with the curriculum director and/or principals. Informal mentoring takes place each week with the literacy coach, PLC groups and grade level teams.

To provide on-going support for all teachers, the implementation of the professional development goals will be discussed in the meetings with coaches. Teachers also have the opportunity to request the coach to model writing lessons in their classrooms to help them better understand the implementation of the 6+1 Traits of Writing model.

5. Describe how funds used for professional development will be used to remove the school from school improvement status. Discuss the proposal PD (include the name of the consultant, presenter, organization, topics, frequency, location, involvement of instructional staff and process for follow-up).

It is the intent of the school improvement team, as well as all staff, that professional development funds will be used to provide job embedded on-going professional development for all staff in the area of Comprehensive Literacy Model and Writer’s Workshop. Proposed professional development is found in the following Summary of Goals and Strategies chart found in Appendix A.

Component 5 – Attract Highly Qualified Teachers

Describe how the school will implement its plan to recruit high-quality, highly qualified teachers. The implementation of this component may discuss retention rates as well. (Current Reality & Proposed Plan)

Hartford City, Indiana is close to Ball State University, Anderson University, Taylor University and Indiana Wesleyan University. Due to the close proximity of these outstanding universities, student teachers are frequently assigned to Blackford County Schools. University students also seek part-time employment as paraprofessionals, substitutes, or other available positions. Blackford County Schools also participate in other on-site experiences for future teachers. Providing these partnerships and opportunities makes it convenient and easy to attract high quality, highly qualified teachers, principals, and paraprofessionals to be part of the Southside Elementary staff. These initiatives are part of our current reality and will continue throughout our proposed plan.

Retention rates of teachers are not a concern. The teaching staff at Southside has many teachers with several years of experience, with many teachers beginning and continuing their career in Blackford County Schools until retirement. As veteran teachers retire, highly qualified, high quality teachers are hired from a pool of applicants.

Component 6 – Parental Involvement

1. Describe parent participation efforts currently in place in the school. (PL221) (Current Reality)

Currently, families are invited to the school to participate in Meet the Teacher Night, Title I Annual Parent Meeting, Family Nights, and Art Fair/Book Fair Night. At Family Nights, parents learn strategies they can use with their children when assisting with homework.
Parents are also encouraged to join our Parent Teacher Organization (PTO). The PTO sponsors several events throughout the year including the fall fundraiser, Grandparents’ Days, Family Nights, Fall Festival, and Santa Shoppe.

1. Describe the partnerships between parents and the school that support learning and promote effective parent involvement. Include information/documentation of the following Title I Program activities: Annual Parent Meeting, Parent Involvement Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parents’ Right to Know. (PL221) / (S1 - Component #8) / (SWP - Component #6) (Current Reality)

Our school promotes and lives the slogan, “Parents are our Partners.” Parents are part of the school culture and are invited to volunteer in classrooms and in a variety of capacities throughout the school. The Parent Teacher Organization (PTO) supports the school’s fundraising projects and all school related activities.

All students receive our Parent to Home Communicator notebook. Other materials are sent home, such as homework, graded papers, classroom newsletters, school newsletters, monthly calendars, instructional materials, and a spiral notebook for school to home notes.

During the annual Meet the Teacher Night activity parents are invited to communicate with the classroom teacher/school via telephone, notes, and/or email. Parent conferences are conducted one time a year. These conferences provide for two way communication opportunities between parents and teachers. The conference is held in October. October conferences are used to review report cards and review Wireless Generation and Acuity data. Parent will receive ongoing data from Wireless Generation and Acuity in January and May. Spring conferences are available at the request of the parent or teacher.

Parent signatures are required on the following documents which are included in the school Handbook. The signed Handbooks are retained on file in the front office. Sample copies of these documents are located in the Appendix B of this document.

- Annual Parent Meeting Agenda
- Parent Compact
- Parent Involvement Policy (district and school)
- Complaint Resolution Procedure
- Parent’s Right to Know

Additionally, parent sign-in forms serve as documents for all parent meetings and parent workshop or training sessions.

3. Describe how parents will be involved in the design, implementation and annual evaluation of the school wide plan and how communication will be two-way between parents and the school. (Proposed Plan)

Two parents serve as members of the School wide Program Leadership Team. Every parent received a survey in May, 2015 requesting parent input in the school’s Comprehensive Needs
Assessment process. Additionally, parents will be encouraged through the use of the weekly newsletter to share their thinking by contacting the teacher or office with comments or concerns.

The weekly school newsletter will also serve as a vehicle to inform parents of important issues related to the SWP process.

Each September, parents will be invited to attend the Annual Title I Program Parent’s Meeting. An overview of the Title I program will be presented and parents will be given opportunities to pose questions.

Our school corporation will continue to update our Parent Resource Page on the school website where parents can access a variety of educational resources.

1. Describe how parents will be an integral part of the activities you have designed to reach your school wide goals. What assistance will be provided to help parents understand topics pertinent (i.e., family literacy, ISTEP+, AYP, etc.) to the school’s school wide program? (Proposed Plan)

Two of our school wide goals are focused on literacy initiatives. To address our first goal to improve student achievement in reading, we are implementing Comprehensive Literacy Model. The Comprehensive Literacy Model training is part of our professional development plan. Parents will be invited to attend Family Learning Nights throughout the year on the topics of literacy and math.

The second goal is to improve student achievement in writing. All staff will be trained in the use of 6+1 writing traits and the Writer’s Workshop as part of professional development plan.

Our third school wide goal is focused in math. All staff will implement the Balanced Math framework and research based math strategies presented to each grade level by the District Math Coach. Math strategies will be communicated to parents through newsletters and parent teacher conferences.

5. Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments (ISTEP+) required by Section 1111 (b) (3). (Proposed Plan)

A variety of methods and activities have been put in place at the school and district levels to assist parents in their understanding of their child’s academic performance.

Written documents and oral presentations will reflect a minimum use of jargon. Assessments terms that must be used will be explained and examples will be provided (i.e., AYP-adequate yearly progress benchmark assessments, etc).
### District
- BCS District Website
- School Board Meetings
- District Report Cards

### School
- Southside Elementary Website
- Meet the Teacher Night
- Parent Teacher Conferences
- Weekly Newsletter
- Student Handbook
- Student Mid-Term Reports
- Parent/Teacher Emails/Phone Numbers

All school documents (mid-term reports, parent policies, parent compact, etc) will be translated for non-English speaking parents. In addition, translators will be available for the hearing impaired and language minority parents.

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### 6. Describe school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Education Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc. (SI – Component #8) (Current Reality & Proposed Plan)

Southside Elementary School will promote community partnerships by providing family resources at Parent Nights. These will include print and digital resources for parents on child development, positive parenting, academic and social issues as well as community resources.

Academic meetings will be help throughout the year to assist parents in meeting the needs of their children in the areas of reading writing and math. Teachers will model strategies to help parents understand the processes and vocabulary used in school and show them how they can reinforce these at home.

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### 7. Describe the process and procedures for providing written notice to parents of each student enrolled in the school regarding the school’s level of school improvement. Include timelines, format, translation information as necessary, etc. (SI - Component #6) (Current Reality & Proposed Plan)

Southside Elementary School publishes a weekly newsletter “Cub Reporter” which is sent home with each student in their School to Home Communicator. The “Cub Reporter” is also obtainable through the school website. The newsletter will provide parents with information about school improvement goals and initiatives.

Blackford County School will create a “Parent Resource Area” accessible through the school website that will have all school improvement plans and initiatives. This area will also have links to academic websites as well as PowerSchool accessibilities so parents can attain current academic information. For parents with reading difficulties, audio text will be provided.

Blackford County Schools will use School Messenger and ParentEdge software to communicate with parents via email, text messaging, and voice mail. School Messenger will allow school to communicate more with parents about upcoming events and opportunities.

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**Component 7 – Preschool Transition**

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Describe the school’s plan to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program. (Current Reality & Proposed Plan)

Head Start is located on the Blackford Junior High campus and the Armory. Head Start and preschool students are assessed regularly and also participate in kindergarten screening. All transfer students are assessed upon arrival to Head Start if no information on student achievement is available from the previous school.

A more rigorous academic program is needed for Head Start students. Head Start students do not enter kindergarten with basic academic skills. Professional development must be focused to assist instructors to better drive student achievement. Southside staff will meet regularly with Head Start staff to share best practices and to monitor student progress. Allowing Southside personnel the opportunity to help develop the program and determine program needs provides better outcomes for student successes. Southside would gain more students prepared to begin kindergarten.

Students entering Kindergarten will be invited to attend Pre-Kindergarten Summer School. Pre-Kindergarten summer school will be a four week program to remediate students on skills expected of students who enter Southside Kindergarten. The enrollment will be limited to twenty students. Students with most academic need will be considered first.

Component 8 – Teacher Decision Making Using Academic Assessment Results

Describe the measures that will be implemented to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. (Current Reality & Proposed Plan)

Through data meetings between the student/teacher, teacher/principal, teacher/grade level team, and principal/superintendent discussions on student assessment will be woven into the culture of Southside Elementary School. Data meetings will drive instruction to better meet the needs of individual students, classrooms, and schools. An assessment calendar will be created to better implement a viable plan and to use data for planning additional interventions, professional development, instructional strategies and especially curriculum enhancements.

Component 9 – Effective, Timely Additional Assistance

Describe the activities (before school, after school and any extension of the school year) that will be in place that will ensure that students who experience difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students’ difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming. (PL221) / (SI – Component # 9) / (SWP – Component # 9) (Current Reality & Proposed Plan)

Southside Elementary currently has a four week jump start summer school for students in grade K-3. In addition, Southside has a four week pre-kindergarten for students with little to no school experience. Our proposed plan states all students who are not proficient in mClass Reading 3D or mClass Math attend a four week summer school. Students who do not attend summer school may not be promoted to the next grade level. With intensive intervention during the four week period,
students will be assessed at the beginning and the end of summer school to measure improvement and progress. Students will also be progress monitored throughout the school year.

**Component 10 – Coordination and Integration of Funds**

1. **Describe the coordination and integration of Federal, State and local services and programs. List programs to be coordinated and/or funds to be integrated.** *(Current Reality & Proposed Plan)*

All federal, state, and locally funded programs in place in our school currently function as independent entities. The school Comprehensive Needs Assessment indicated the need for improved communication between staff and better coordination of program efforts. Consequently, the SWP leadership team and school staff have proposed a number of activities to improve program coordination during the upcoming school year. The school will coordinate the following programs efforts.

Title I-Part A  
Title II-Part A (Preparing, Training, and Recruiting HQ Staff)  
Title III-Part A (Language Instruction for LEP and Immigrant Students)  
IDEA-Individuals with Disabilities Act (Part B)  
Full Day Kindergarten Grant  
High Ability Grant

Examples of coordination activities include-program summits (monthly), program coordination meetings (biweekly), and collaborative scoring sessions-writing performance assessments (quarterly). These activities are addressed in detail in the school’s professional development plan.

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

2. **Explain how the school has adequate funds to effectively carry out the activities described in this plan and specifically how the school shall devote sufficient resources for professional development in implementation of the 10 required components.** *(Proposed Plan)*

The district administration in conjunction with the school leadership team have determined that the school’s proposed Title I Program budget (a minimum of 85% of the previous year’s budget) for the upcoming school year will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required SWP components.

3. **Provide an assurance that the school will spend not less than 10% of the funds made available to the school by Title I for each fiscal year that the school is in school improvement status, for the purpose of providing teachers and the principal high quality professional development. Discuss the major areas of focus for these funds.** *(SI - Component #3)- (Proposed Plan)*
The school has appropriated the required 10% of its Title I budget for Professional Development activities. Student, teacher, and parent needs identified through the school’s comprehensive needs assessment have been used to determine the focus of the school’s professional development efforts. In addition, the school leadership team and teachers have identified scientifically research based teaching and learning strategies to address the identified needs specifically in the area of writing instruction.
Part 2 - APPENDIX A

Summary of Goals, Strategies and Professional Development
### SWP Three Year Implementation Profile
**Content Area Focus: Reading**

#### Implementation Year 1 (2015-2016)

<table>
<thead>
<tr>
<th>Goal # 1: (2017-2018)</th>
<th>Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Spring 2018, 90% of grade 3 students and 70% of K-2 students will meet or exceed the new Indiana CCR Standards in English Language Arts Reading as measured by ISTEP and mClass assessments.</td>
<td>Use progress monitoring tools to inform instruction and intervention.</td>
</tr>
<tr>
<td>Benchmark (2016-2017)</td>
<td>Refine strategies for Literacy Groups and provide 120 minutes of literacy instruction per day.</td>
</tr>
<tr>
<td>In Spring 2017, 86% of grade 3 students and 68% of K-2 students will meet or exceed Indiana CCR Standards in English Language Arts/Reading as measured by ISTEP and mClass assessments.</td>
<td>Research high quality leveled books to support and motivate all readers, with a focus on informational text. Conduct a survey and an inventory to determine needs.</td>
</tr>
<tr>
<td>Benchmark (2015-2016)</td>
<td>Students will use research based reading interventions to remediate reading skills.</td>
</tr>
<tr>
<td>In Spring 2016, 82% of grade 3 students and 66% of K-2 students will meet or exceed Indiana CCR Standards in English Language Arts/Reading as measured by ISTEP and mClass assessments.</td>
<td>Use progress monitoring tools to inform instruction and intervention.</td>
</tr>
<tr>
<td>Professional Development:</td>
<td>Continue to refine strategies for Literacy Groups and provide 120 minutes of literacy instruction per day.</td>
</tr>
<tr>
<td>All teachers will have continued training in Guided Reading.</td>
<td>Based on the inventory and survey, purchase additional high quality leveled books to support and motivate all readers.</td>
</tr>
<tr>
<td>All teachers will work together to refine the BCS CCRS curriculum maps.</td>
<td>Fully implement the five Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) in our reading model.</td>
</tr>
<tr>
<td>Cultural Competency:</td>
<td>Professional Development:</td>
</tr>
<tr>
<td>Study groups will research the most current information regarding male, special education, and ELL populations and reading instruction. Teachers will access the WIDA resources as needed.</td>
<td>Offer training in Guided Reading for new faculty.</td>
</tr>
<tr>
<td>Parent Involvement:</td>
<td>All teachers will use peer observation and modeling to expand their expertise in Reader’s Workshop methodology.</td>
</tr>
<tr>
<td>Parents will be invited to attend two sessions where teachers will model grade level strategies to help parents support their children with reading.</td>
<td>All teachers will continue to refine the BCS CCRS curriculum maps.</td>
</tr>
<tr>
<td>Technology:</td>
<td>Cultural Competency:</td>
</tr>
<tr>
<td>Teachers will use mClass reading and Acuity to monitor progress and inform instruction. Students will use technology for enrichment and remediation of reading skills.</td>
<td>Study groups will research the most current information regarding male, special education, and ELL populations and reading instruction. Teachers will access the WIDA resources as needed.</td>
</tr>
<tr>
<td>Attendance:</td>
<td>Parent Involvement:</td>
</tr>
<tr>
<td>Reading requires practice and guidance. Students must attend school to participate in reading instruction. Students will be rewarded monthly for good attendance.</td>
<td>Parents will be invited to attend two sessions where teachers will model grade level strategies to help parents support their children with reading.</td>
</tr>
<tr>
<td>Attendance:</td>
<td>Technology:</td>
</tr>
<tr>
<td>Reading requires practice and guidance. Students must attend school to participate in reading instruction. Students will be rewarded monthly for good attendance.</td>
<td>Teachers will use mClass reading and Acuity to monitor progress and inform instruction. Students will use technology for enrichment and remediation of reading skills.</td>
</tr>
</tbody>
</table>

#### Implementation Year 2 (2016-2017)

<table>
<thead>
<tr>
<th>Strategies:</th>
<th>Use progress monitoring tools to inform instruction and intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine strategies for Literacy Groups and provide 120 minutes of literacy instruction per day.</td>
<td>Continue to refine strategies for Literacy Groups and provide 120 minutes of literacy instruction per day.</td>
</tr>
<tr>
<td>Research high quality leveled books to support and motivate all readers, with a focus on informational text. Conduct a survey and an inventory to determine needs.</td>
<td>Based on the inventory and survey, purchase additional high quality leveled books to support and motivate all readers.</td>
</tr>
<tr>
<td>Students will use research based reading interventions to remediate reading skills.</td>
<td>Fully implement the five Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) in our reading model.</td>
</tr>
<tr>
<td>Professional Development: Offer training in Guided Reading for new faculty.</td>
<td></td>
</tr>
</tbody>
</table>
**SWP Three Year Implementation Profile**  
(2015-2018)

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal # 2:</strong></td>
<td>(2017-2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Spring 2018, 75% of K-grade 3 students will meet or exceed the Indiana’s CCR Standards in English Language Arts Writing as measured by the ISTEP and developmental rubrics.</td>
<td>Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will score their papers together to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover.</td>
<td>Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will implement double blind scoring to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover.</td>
<td>Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will implement double blind scoring to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>(2016-2017)</td>
<td></td>
<td></td>
</tr>
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</table>
| In Spring 2017, 70% of K-grade 3 students will meet or exceed the Indiana CCR Standards in English Language Arts Writing as measured by the ISTEP and developmental rubrics. | Professional Development:  
All teachers will continue training in Writer’s Workshop. Teachers will review the “writing launch” created last year. Teachers will continue to learn about and implement the new CCR standards and assessments. Cultural Competency: Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Professional Development:  
All teachers will continue training in Writer’s Workshop. Teachers will continue to learn about and implement the new CCR standards and assessments. Cultural Competency: Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Professional Development:  
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| **Benchmark**             | (2015-2016)                        |                                    |                                    |
| In Spring 2016, 65% of K-grade 3 students will meet or exceed the Indiana CCR Standards in English Language Arts Writing as measured by the ISTEP and developmental rubrics. | Strategies:  
Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will score their papers together to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover. | Strategies:  
Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will implement double blind scoring to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover. | Strategies:  
Quarterly writing assessments with rubric scoring will be used to monitor progress and inform instruction. Teachers will implement double blind scoring to improve inter-rater reliability. Writer’s Workshop will be implemented to provide a minimum of 30 minutes of writing instruction. Writing instruction will include strategies from 6+1 Writing as well as the work of Ray, Calkins and Glover. |
| **Professional Development:** |                                     |                                    |                                    |
| In Spring 2017, 70% of K-grade 3 students will meet or exceed the Indiana CCR Standards in English Language Arts Writing as measured by the ISTEP and developmental rubrics. | Professional Development:  
All teachers will continue training in Writer’s Workshop. Teachers will review the “writing launch” created last year. Teachers will continue to learn about and implement the new CCR standards and assessments. Cultural Competency: Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Professional Development:  
All teachers will continue training in Writer’s Workshop. Teachers will continue to learn about and implement the new CCR standards and assessments. Cultural Competency: Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Professional Development:  
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| **Cultural Competency:** | Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. | Study groups will research the most current information regarding the ELL and Special Education population and writing assessments. |
| **Parent Involvement:** | Parents will be invited to attend two sessions (Aug and Jan) where teachers will model strategies to help the parents support their children with reading and writing. Third grade will show examples of constructed response writing. | Parents will be invited to attend two sessions (Aug and Jan) where teachers will model strategies to help the parents support their children with reading and writing. Third grade will show examples of constructed response writing. | Parents will be invited to attend two sessions (Aug and Jan) where teachers will model strategies to help the parents support their children with reading and writing. Third grade will show examples of constructed response writing. |
| **Technology:** | Teachers will use spreadsheets to report and monitor benchmark assessment results. Students will use technology to publish their writing. | Teachers will use spreadsheets to report and monitor benchmark assessment results. Students will use technology to publish their writing. | Teachers will use spreadsheets to report and monitor benchmark assessment results. Students will use technology to publish their writing. |
| **Attendance:** | Writing requires practice and students must attend school to participate in writing instruction. Students will be rewarded monthly for good attendance. | Writing requires practice and students must attend school to participate in writing instruction. Students will be rewarded monthly for good attendance. | Writing requires practice and students must attend school to participate in writing instruction. Students will be rewarded monthly for good attendance. |
### SWP Three Year Implementation Profile

**Content Area Focus:** Math

|----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|

#### Goal # 3: (2017-2018)

By Spring 2018, 85% of grade 3 students and 74% of K-2 students will meet or exceed the Indiana CCR Standards in Math as measured by ISTEP and mClass Math.

#### Benchmark (2016-2017)

By Spring 2017, 80% of grade 3 students and 72% of K-2 students will meet or exceed the Indiana CCR Standards in Math as measured by ISTEP and mClass Math.

#### Benchmark (2015-2016)

By Spring 2016, 75% of grade 3 students and 70% of K-2 students will meet or exceed the Indiana CCR Standards in Math as measured by ISTEP and mClass Math.

#### Strategies:
Use progress monitoring tool to inform instruction and intervention. Students will use math interventions such as Touchmath to remediate math skills.

Teachers may use Math Work Stations or traditional teaching methods.

#### Professional Development:
All K-3 teachers will research new strategies to assist struggling math students.

#### Cultural Competency:
Study groups will research the most current information regarding male, special education, and ELL populations and math instruction.

#### Parent Involvement:
Parents will be invited to attend family learning nights where teachers will model strategies to help the parents support their children with math.

#### Technology:
K-2 Teachers will use Wireless Generation mClass and grade 3 Teachers will use Acuity Math to monitor math progress. Students will use technology for instruction, intervention and enrichment.

#### Attendance:
Math requires practice and students must attend school to participate in math instruction. Students will be rewarded frequently for good attendance.
**Summary of Goals and Strategies (2015-2018)**

**Student Achievement Goal #1:**
By Spring 2018, 90% of grade 3 students and 70% of K-2 students will meet or exceed the new Indiana CCR Standards in English Language Arts Reading as measured by ISTEP and mClass assessments.

**Benchmark:** In Spring 2016, 82% of grade 3 students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured ISTEP+. 66% of K-2 students will meet the standards for mClass TRC.

**Baseline:** According to Spring 2015 ISTEP+, 77% of third grade students passed English Language Arts. 61% of K-2 students met the standard for mClass TRC.

**Professional Development Goal #1:** During the 2015-2016 school year, all teachers will continue training on our Literacy Model (based on CLM).

**Benchmark:** By May 2016, 100% of K-3 teachers will have attended a professional development session every three weeks on our Literacy Model with our literacy coach. New teachers will receive an additional two sessions of training for a comprehensive introduction to the model with feedback from the literacy coach.

**Baseline:** As of August 2015, all teachers have received training on our Literacy Model (based on CLM), but additional training is needed for full implementation in all grade levels.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions/Activities (To Accomplish Strategies)</th>
<th>Professional Development Activities (Intended Audience)</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement: Guided Reading and Interventions for Reading.</td>
<td>1. Provide embedded professional development to all teachers and assistants by our literacy coach.</td>
<td>1. Offer training to all teachers and assistants in various facets of the Comprehensive Literacy Model.</td>
<td>2015-2016 school year</td>
<td>Principal - K-3 Teaching Teams - Literacy Coach</td>
</tr>
<tr>
<td>2. Incorporate high interest leveled books to support and motivate all readers.</td>
<td>2. Peer visits to observe our Literacy Blocks.</td>
<td>2. All staff will participate in ongoing professional development for Literacy Groups and other interventions as needed.</td>
<td></td>
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</tr>
<tr>
<td>3. Teachers will provide a wide variety of instructional supports.</td>
<td>3. Use corporation funds to purchase high interest books, focusing on informational text.</td>
<td>3. Compile a list of strategies used at each grade level and create a continuum of support. Investigate other sources.</td>
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</tr>
</tbody>
</table>
Summary of Goals and Strategies (2015-2018)

**Student Achievement Goal #2:** In Spring 2018, 75% of K-grade 3 students will meet or exceed the Indiana CCR Standards in English Language Arts Writing as measured by the ISTEP and developmental rubrics.

**Benchmark:** In Spring 2016, 65% of K-grade 3 students will meet or exceed Indiana Academic Standards in English Language Arts Writing as measured by ISTEP+.

**Baseline:** According to Spring 2015 ISTEP+, 60% of third grade students received a score of 4, 5, or 6 on Writing Applications.

**Professional Development Goal #2:** During the 2015-2018 school years, 100% of K-1 teachers will use the developmental rubric and grade 2-3 teachers will use the ISTEP writing rubric. All teachers will have writers’ workshop each day.

**Benchmark:** By May 2016, 100% K-3 teachers will have attended Writer’s Workshop training sessions.

**Baseline:** As of August, 2015, all K-3 teachers currently have Writer’s Workshop in their classrooms. Additional support is being provided by the District Literacy Coach in researching and implementing effective rubrics, double blind scoring and anchor papers.

<table>
<thead>
<tr>
<th>Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Use benchmark assessments to inform instruction.</td>
<td>Administer common BCS writing assessments to monitor writing progress and inform instruction. Teachers will use the ISTEP+ rubric and developmental rubrics for K-2.</td>
<td>Conduct grade level team meetings to score and analyze writing in order to plan instruction. Teachers will use blind scoring with writing samples to improve inter-rater reliability and to establish anchor papers. (Grade 3 teachers can model: read selected passages aloud so teachers will focus on the content rather than the mechanics, grade the writing and show the scores on white boards. Teachers can immediately discuss the reliability of their scoring.) Teachers will research writing strategies and appropriate developmental rubrics for analyzing student work.</td>
<td>End of quarter 2, 3, and 4.</td>
<td>-Principal -K-3Teaching Teams -Literacy Coach</td>
</tr>
<tr>
<td>Rubric scoring will be utilized to assess students and to monitor progress. Daily writing instruction will occur 30-45 minutes daily. Writing instruction will be supported by 6+1 Writing.</td>
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</tbody>
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LFL-2008
Summary of Goals and Strategies (2015-2018)

**Student Achievement Goal #3:** By Spring 2018, 85% of grade 3 students and 74% of K-2 students will meet or exceed the Indiana CCR Standards in Math as measured by ISTEP and mClass Math.

**Benchmark:** In Spring 2016, 75% of grade 3 students will meet or exceed the Indiana Academic Standards in Math as measured by ISTEP+. 70% of K-2 students will pass mClass math.

**Baseline:** According to Spring 2015 ISTEP+, 69% of third grade students passed Math as measured by ISTEP+. 49% of K-2 students passed mClass math.

**Professional Development Goal #3:** During the 2015-2016 school year, 100% of K-3 teachers will align math instruction to the new Indiana Standards.

**Benchmark:** By May 2016, 100% of teachers will have mapped-out math instruction using the new CCR Standards.

**Baseline:** As of August 2015, all K-3 teachers have transitioned to the new College and Career Ready Standards.

<table>
<thead>
<tr>
<th>Strategies</th>
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<th>Professional Development Activities (Intended Audience)</th>
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<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus Math Instruction on the new Indiana CCR Standards.</td>
<td>1. Create 3 week units of instruction and assessment. 2. Revise standards driven daily math practice for formative assessments daily. 3. Use articulation documents provided by the DOE.</td>
<td>1. Collaborate with grade level teams to provide a smooth transition to the new Indiana standards. 2. Teachers will collaborate to create 3 week units of instruction and assessment based on the new Indiana Standards. 3. Peer visits to observe math strategies and workshop approach. 4. Study articulation documents in grade level teams, school wide teams and district level teams.</td>
<td>2015-2016</td>
<td>-Principal -K-3 Teaching Teams</td>
</tr>
<tr>
<td>2. Use common vocabulary in Math Instruction.</td>
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<tr>
<td>3. Align math instructional practices by grade level, school, and district.</td>
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<tr>
<td>4. Align standards and strategies between grade levels.</td>
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</tbody>
</table>
EVALUATION
(Implementation Assessment 2015-2018)

Student Achievement Goal # 1: By Spring 2018, 90% of grade 3 students and 70% of K-2 students will meet or exceed the Indiana CCR standards in English Language Arts/Reading as measured by ISTEP and mClass Reading 3D.

Professional Development Goal #1: During the 2015-2016 school year, 100% of K-3 teachers will continue training on our Literacy Model (based on CLM).

What new knowledge, skills, and attitudes toward learning will result from your Professional Development program?
Our professional Development plan expected results include:

Teacher Outcomes: (new knowledge, skills and attitudes toward learning)
- Implementation of instructional concepts from the Comprehensive Literacy Model.
- Embedded professional development from our District Literacy Coach.

Student Outcomes:
- Student reading scores will increase to meet our student goal based on the results of mClass Reading 3D/Acuity/ISTEP+.
- Student Language Arts scores will increase to meet student goals on ISTEP+ in grade 3.
**EVALUATION**
(Implementation Assessment 2015-2018)

**Student Achievement Goal #2:** By Spring 2018, 75% of K-grade 3 students will meet or exceed Indiana Academic Standards in English Language Arts Writing as measured by the ISTEP and developmental writing rubrics.

**Professional Development Goal #2:** During the 2015-2016 school year, 100% of K-1 teachers will use a developmental and 2-3 teachers will use the ISTEP writing rubric. All teachers will have a writers’ workshop each day. Teachers will implement blind scoring on writing samples to improve inter-rater reliability.

What new knowledge, skills, and attitudes toward learning will result from your Professional Development program?
Our professional Development plan expected results include:

- Improved writing skills of Southside students as measured by ISTEP+ and Writing Benchmarks
- Daily writing within student reading journals, writing journals, and writer’s workshop

What data evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Programs impact on progress toward this school goal?

**Teacher Outcomes:**
- Administer quarterly writing prompts and score on ISTEP+/CLM analytical rubrics.
- Use double blind scoring to improve inter-rater reliability on scoring writing samples
- Establish anchor papers
- Analyze scores from benchmark to determine immediate student needs in writing.
- Use student needs to develop writing lessons to raise student achievement in writing.

**Student Outcomes:**
- Student’s writing scores will increase to meeting our student goal based on the results of the ISTEP and developmental rubric writing scores on benchmark writing prompts.
- Student’s English/Language Arts scores will increase to meeting students goals based on ISTEP+ in grade 3 - specifically in the areas of writing application.
- Students will write every day in every classroom.
EVALUATION
(Implementation Assessment 2015-2018)

Student Achievement Goal # 3: By Spring 2018, 85% of grade 3 students and 74% of K-2 students will meet or exceed the Indiana CCR Standards as measured by ISTEP and mClass math.

Professional Development Goal #3: During the 2015-2016 school year, 100% of K-3 teachers will align math instruction to the new Indiana State Standards.

What new knowledge, skills, and attitudes toward learning will result from your Professional Development program?

Our professional Development plan expected results include:

Teacher Outcomes:
- Focus math instruction on transition standards
- Use formative assessments to drive math instruction (mClass, Acuity curriculum based assessments)
- Use time more efficiently throughout the math block
- Begin to implement math work stations

Student Outcomes:
- Student math scores will increase to meet our student goal based on the results of mClass Math and Acuity.
- Student math scores will increase to meet student goals on ISTEP+ in grades 3.
- Students will receive additional math interventions.
Part 2 - Appendix B
Title I Parent Involvement Documents

- Annual Title I Parent Meeting Agenda
- Parent Involvement Compact
- Parent Involvement Policy (district/school)
- Complaint Resolution Procedure
- Parents’ Right to Know Letter
SOUTHSIDE SCHOOL
TITLE I SCHOOL FAMILY INVOLVEMENT POLICY

Southside School intends to follow the family policy guidelines in accordance with the No Child Left Behind Act of 2001 as listed below. Each school will distribute this policy to the families of students participating in the Title 1 program and will update this policy annually. We will:

- Convene an annual meeting near the beginning of the school year
- Explain the requirements and the rights of the families to be involved
- Offer a flexible schedule of meeting times so that all families have an opportunity to attend and may provide transportation, child care, or home visits in order to increase parent involvement.
- Involve families in an organized, ongoing, and timely way to plan, review, and improve this family involvement policy and other school policies
- Provide the families of participating students with:
  - timely information
  - a description and explanation of the curriculum to be used
  - the forms of academic assessment used to measure student progress
  - proficiency levels that students are expected to meet
  - opportunities for decision-making related to the education of their children
  - materials and training on how parents can improve their child’s achievement
  - education of school staff on how parents can improve their child’s achievement
  - education of school staff on how to build ties between home and school
  - coordinating and integrating, as appropriate, family involvement programs with other community parent organizations such as Head Start and Born to Learn (Parents as Teachers)
  - ensuring to the extent possible that information sent home related to school and parent programs and meetings and other parent activities is in a language and form that is easy for parents to understand.
  - developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle, and high schools
- Provide such other reasonable support for family involvement at families’ request
Blackford County School Corporation
Title I Parent/Family Involvement

Blackford County Schools intends to follow the parental involvement guidelines in accordance with the No Child Left Behind Act of 2001 as follows. Throughout this involvement policy, the term “parent” is understood to be defined as parent, guardian, or family of Blackford County Schools students. The Blackford County Schools Board of Education designates the principal in each Title I, Part A, school to distribute this policy to parents of students participating in the title I program. Parents of students in the Title I program will be members of the broad-based P.L. 221 committees operating annually in each Title I school. They will participate in the process of school review and improvement of the school’s local plan. (See also section 6125) This district will provide the coordination, technical assistance, and other support necessary to assist Title I, Part A, school in planning and implementing effective parent involvement activities in order to improve student academic achievement and school performance. Materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology will be available, as appropriate to foster parental involvement. This district will help build each Title I school’s and all families’ capacity for strong involvement as a component of family events, such as meet the teacher nights, family nights, parent/teacher conferences and other appropriate venues. Information about these events will be provided to parents/guardians in a language they can understand. Blackford County Schools will coordinate and integrate parent involvement strategies under Title I, Part A, with parent involvement strategies under other programs operating within the district, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), state-run preschool programs, and Title III language instructional programs. This work will generally be coordinated by the home/school counselor and the Family Centers. Blackford County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served with Title I, Part A funds. This evaluation will identify the barriers to greater participation by families in parent involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will then use the findings of the evaluation to design strategies for more effective parent involvement. If a revision of this policy is necessary, parents involved in the activities of the schools will help with that revision. Blackford County Schools intends that families of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement. Any comments indicating families’ dissatisfaction with the district Title I program will be collected by the Title I director and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education. The Title I program will be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Blackford County Schools Board of Education. These goals and standards will be shared with families in a manner that will enable them to (1) participate in decisions concerning their child’s education and (2) monitor and improve the educational achievement of their child. Blackford County Schools will offer educators about effectively utilize the assistance of parents, in the value of parental contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and otherwise build ties between parents and the school. Each school will submit its Title I school parental involvement policy, which must meet all legal requirements. This policy will be developed jointly with and distributed by the school to parents of participating students. The policy will be updated annually by July 1. A copy of each school’s parent involvement policy shall be kept on file with the school’s Title I program plan in the Blackford County Schools Administrative Offices.

Revised 04/05/2012
PARENTS RIGHT TO KNOW
In accordance with the Elementary and Secondary Education Act, Section
1111(h)(6) PARENTS= RIGHT TO KNOW, this is a notification from Blackford
County Schools to every parent of a student in a Title I school that you have the right to request and receive
information in a timely manner regarding the professional qualifications of your student’s classroom
teachers. This information regarding the professional qualifications of your student’s classroom teachers
shall include the following:
   If the teacher has met state qualification and licensing criteria for the grade level and subject areas
taught;
   If the teacher is teaching under emergency or temporary status in which Indiana qualifications and
licensing criteria are waived;
The teachers baccalaureate degree major, graduate certification, and field of
discipline; and
Whether the student is provided services by paraprofessionals, and if so, their qualifications
If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly
qualified, you will be notified by the school of this information.
If you have any questions or concerns, please feel free to contact the school principal.

PARENT COMPACT
Families and schools must work together to help students achieve high academic standards. Through a process that
included teachers, families, students and community representatives, the following are agreed upon roles and
responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge
I agree to carry out the following responsibilities to the best of my ability:
! Provide a safe and supportive learning environment.
! Teach classes with an interesting and challenging curriculum that promotes student achievement.
! Motivate my students to learn.
! Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
! Communicate frequently and meet annually with families about student progress and the school -
parent compact.
! Provide opportunities for parents to volunteer, participate, and observe in my classroom
! Participate in professional development opportunities that improve teaching and learning and
support the formation of partnerships with families and the community.
! Actively participate in collaborative decision making with parents and school colleagues to make
our school accessible and welcoming for families.
! Respect the school, students, staff and families.
Students Pledge
I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Communicate regularly with my parents and teachers about school experience so that they can help me to be successful in school
- Limit my TV watching, video game playing, and internet usage
- Study or read every day after school
- Respect the school, classmates, staff and families

Family/Parent Pledge
I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child’s progress in school.
- Participate, as appropriate, in decisions about my child’s education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.