South Terrace Elementary School

School Number - #6989

8427 Haines Road

Wadesville, IN 47638

SCHOOL INFORMATION

School Name	South Terrace
School Number	#6989
Street Address	8427 Haines Road
City	Wadesville
Zip Code	47638

SCHOOL and CONTACT INFORMATION

Principal	Erin Koester
Phone number	812-985-3180
Email	ekoester@northposey.k12.in.is

Superintendent	Mr. Steve Kavanaugh (interim)
Phone number	812-874-2243
Email	skavanaugh@northposey.k12.in.us

Grant contact	Michelle Walden
Phone number	812-874-2243
Email	mwalden@northposey.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	No

SECTION A
NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
Statewide Assessments	Statewide Assessment Data	English Language Learner (ELL) Assessment(s)	Attendance*
Federal (ESSA) Data	Federal (ESSA) Data	Individual Education Plans (IEPs)	School Discipline Reports*
District Assessments	IAM Assessment	Individual Learning Plans (ILPs)	Bus Discipline Reports*
Dyslexia Assessments	Aptitude Assessment(s)	Staff Training	Surveys (parent, student, staff) *
Common Formative Assessments	Special Education Compliance Rpt	Aptitude Assessment (e.g. CogAT)	Daily Schedule Configuration
PSAT/SAT/ACT	Subgroup Assessment Data	Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		**Link:**	
Link:		**Link:**	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss considering the following two questions:

- Do these issues significantly impact our current school goals as strengths or problems?
- Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a SIOT analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	If the principal sets expectations for writing across the curriculum, then the teachers will be able to provide repeated opportunities for students to apply writing skills previously learned and iLearn scores/performance will improve.	**Measurable Outcome Met?**	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We saw improvements but not to the extent that was favorable. We will continue to work toward this goal but with more targeted intent.		
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

Previous Year Goal #2	If the reading focus in the primary grades is phonics-centered, then students will perform better on ELA assessments.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	**Our school will begin to shift our focus to the Science of Reading implementation introduced by the Indiana Department of Education.**		
If the goal was not met, should the school continue to work toward this goal?	Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

Previous Year Goal #3	If we provide student-led learning opportunities, students will employ problem-solving skills and persevere in finding solutions.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	This goal will continue to be a focus. Gains were made towards the achievement of this goal; however, our students should continuously aim to strive in this target area.		
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	**Areas of Needed Improvement**
- Family Support & Involvement - Licensed and Highly-Qualified Staff - Student Socio-economic Status - School Culture - School Climate - School Leader - Time Management	- Attendance - Understanding of Science of Reading - Writing skills - Problem-solving skills
Opportunities	**Threats**
- Pay increases for advanced degrees - Increased attendance for at-risk students - Community resources - Learning lab	- Finances - Lack of time within instructional minutes - Substitutes - Schedules - Teacher buy-in - Subjectivity - Student interpretation of feelings

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

> _Goal 1_: _If the principal sets expectations for writing across the curriculum, then the teachers will be able to provide repeated opportunities for students to apply writing skills previously learned and iLearn scores/performance will improve._
>
> Students are not making significant gains in writing across curriculum school-wide.

Why is it happening? (Reasons must be conditions that the school can control)

1. No comprehensive school-wide writing curriculum ☐ **Why?**
☐

2. Focus on instruction in other areas ☐ **Why?**
☐

3. Previous data reflected need in that area ☐ **Why?**
☐

4. ☐ **Why?**
☐

5. ☐ **Why?**
☐

Continue beyond a fifth reason if necessary.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Goal 3: If we provide student-led learning opportunities, students will employ problem-solving skills and persevere in finding solutions.

Students give up.

Why is it happening? (Reasons must be conditions that the school can control)

1. Lack of time implemented in school day to provide opportunities

☐ **Why?**
☐

2. Need in other instructional area based on data

☐ **Why?**
☐

3.

☐ **Why?**
☐

4.

☐ **Why?**
☐

5. ☐ **Why?**
☐

Continue beyond a fifth reason if necessary.

SECTION B
SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s) column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Shalane Cates	Teacher	Both	
Drew Duckworth	Teacher	Both	
Donna McGinness	Teacher	Both	
Toni Wilson	Teacher	Both	
Erin Wilson-Stump	Teacher	Both	
Krisit Reynolds	Teacher	Both	
Erin Koester	Principal	Both	
Lindsey Orem	Parent/Paraprofessional	Both	

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

South Terrace Elementary School is in the northern part of Robinson Township located in northeastern Posey County. The school district contains traditional and single family homes, apartment complexes, small businesses, and farmland.

The Metropolitan School District of North Posey County was established in November of 1956 as a result of a county-wide school reorganization election. The total land area of the district is approximately 150 square miles. South Terrace Elementary was completed in 1959. In September of 1984, the recommendation was made to construct six new classrooms at South Terrace to accommodate increased student enrollment and special education needs. A second addition added four more classrooms in 1986. Air conditioning was added in 1996.
Two phases of remodeling began in the summer of 2006 and were completed in December of 2007. The first phase of construction entailed remodeling the office area, foyer, teacher workroom, and gymnasium at a cost of $600,000.
During the second phase, thirteen classrooms and the library were completely redone. Plus, restrooms were remodeled and two new ones were added. The total cost of the second phase was $1.4 million. Construction on a new gymnasium began in June 2015 and was completed in April 2016. Recently, over $1.5 million was allotted to improve parking accommodations at the school and remodel the playground area.

South Terrace Elementary is a rural school which serves the majority of a white population currently at a 26.37 Free/Reduced Lunch/Breakfast assistance program. The building houses preschool through sixth grade which includes any students with learning difficulties for which South Terrace is their home school. In August 2011, our school started an early learning initiative. We offer a pre-kindergarten program for 4-year-old children and a full-day kindergarten. South Terrace also houses a Developmental Delay Preschool for the school district. The student population also consists of students identified with cognitive delays, learning disabilities, emotional handicaps, autism, and students with other health impairments.   Additional special services provided to our students include speech therapy, physical therapy, and occupational therapy. There are a total of 50 certified and non-certified staff members. These consist of teachers, instructional assistants, a nurse, a principal, custodians, cafeteria workers, a school resource

officer, a guidance counselor, and office staff. We also have a social worker contracted through Youth First.

The school benefits from educational community programs such as Purdue Extension Enrichment activities, Junior Achievement, various guest speakers, Holly's House, Sabic, and representatives from the Veterans Foreign Wars and Flag.

Several community organizations utilize South Terrace facilities outside the school day. These include the Boy Scouts, Girl Scouts, 4-H, and youth sports leagues. South Terrace also has the YMCA before and after-school day care program.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals. Assess the school's alignment with the district using this page.

District Vision
We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision
We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

District Mission
We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission
The mission statement of South Terrace Elementary is to provide a safe environment where children have the opportunity and right to learn and to achieve their full academic, emotional, and social potential. With community involvement, parental and faculty support, and the student's willingness to learn, there is a school atmosphere that encourages good citizenship and responsibility in today's changing society.

District Core Beliefs and High Priorities
We believe: - Our community is vital to our educational success. - Everyone is valued and treated with respect. - In always telling the truth. - In educational opportunity for all. - Student-centered programs challenge and inspire learning. - In the pursuit of excellence through a strong sense of pride. Our High Priorities are: - Enhancing the student experience - Investing in teachers and administrators - Fostering strong relationships among all - Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
N/A	
Link additional information here (if necessary) ☐	South Terrace Strategic Plan 2022-2026.docx

ESSENTIAL INFORMATION & CORE ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses will not be used to monitor compliance. After discussion, place an 'X' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'X' column exists.

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/ Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Reading	K-5	McGraw Hill-Wonders	Yes	Tier 1, 2, 3	Reading series adopted by the district. Components of the series are used in all areas of reading block and interventions.	Yes	
Reading	6	McGraw-Hill Study Sync	Yes	Tier 1, 2, 3	Reading series adopted by the district. Components of the series are used in all areas of reading block and interventions.	Yes	
Reading	K-6	iReady	Yes	Tier 1, 2, 3	Formative Assessment and instructional resources used with all students.	Yes	
Reading	K-3	Wilson Reading Fundations	No	Tier 2	Evidence-Based Reading Intervention	Yes	
Reading	K-3	Heggerty Phonemic Awareness	No	Tier 1 & 2	The Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.	Yes	
Math	K-6	Savaas Envision Mathematics	Yes	Tier 1, 2, 3	Textbook and resources adopted by the district.	Yes	
Math	K-6	iReady	Yes	Tier 1, 2, 3	Formative Assessment and instructional resources used with all students.	Yes	

Handwriting	K-2	Zaner-Bloser	Yes	Tier 1	Textbook and resources adopted by the district.	Yes
Social Studies	4	McGraw Hill *Indiana History*	Yes	Tier 1	Textbook and resources adopted by the district.	Yes
Social Studies	5	McGraw Hill *US History*	Yes	Tier 1	Textbook and resources adopted by the district.	Yes
Social Studies	6	McGraw Hill *History, Places, and Cultures in Europe & the Americas*	Yes	Tier 1	Textbook and resources adopted by the district.	Yes
Science	3-6	Savvas Elevate Science	Yes	Tier 1	Textbook and resources adopted by the district.	Yes
Music	K-6	Pearson *Realize Music Digital*	No	Tier 1	Textbook and resources adopted by the district.	Yes
Link additional information here (if necessary) ☐						

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	

The public may view the school's curriculum in the following location(s)
● **On-site** ● **District Office** ● **School website**

Link additional information here (if necessary) ☐	https://www.northposey.k12.in.us/ https://www.northposey.k12.in.us/stes-home

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. Assess your practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
- Use differentiated instruction and learning centers within the content area.   - Provide higher level instruction and material within the classroom setting.   - Provide a pull-out setting for identified HA students with curriculum aligned to standards.   - Address the needs of the higher ability students during a daily intervention time.

Link additional information here (if necessary) ☐	2023-24 Master Schedule

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
iReady Diagnostic	K-6	Benchmark	Data from benchmark is used to build instructional groups and to determine need for interventions.	Yes	
iReady Growth Checks	K-6	Formative	iReady Growth Checks are used for progress monitoring and change the course of student online instruction	Yes	
Checks for Understanding	K-6	Formative	Teachers use checks for understanding daily. These quick checks are used to drive instruction and monitor progress.	Yes	
Curriculum Assessments	K-6	Formative	Teacher created unit assessments measure student performance on particular skills. These assessments are used to determine mastery and drive intervention instruction.	Yes	
Cogat	K,2,5	Other	Used to identify high ability students.	Yes	
Kingore	K-6	Other	Used to identify high ability students.	Yes	
ELA District Grade-level Assessments	K-6	Summative	Data from benchmark is used to build instructional groups and to determine need for interventions.	Yes	
iReady Universal Screener	K-2	Other	Used to screen students for dyslexia.	Yes	

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Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

Throughout the school year, the school has committees with representation from primary and intermediate grade level (as well as association representation) that reviews and analyzes data from the previous year to make future decisions about ways to improve student achievement based on academic assessment. Specifically, reviewing data from benchmark assessment in grade level meetings throughout the school year so the impact can occur directly with the students in the academic year is a priority for the staff. This is done with the building principal. The district has also recently aligned and mapped curriculum for ELA/Math/Science/Social Studies and created common district assessments.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.
- Students have the opportunity to participate in the school's Sling program. This program allows students to create and execute a news station to keep the school up to date on current events. Students take on active roles in all aspects of creating a "news channel."   - Students also participate in a bi-weekly Innovate class to integrate and incorporate technology for the real world and strengthen digital literacy skills and computer science standards.   - South Terrace Elementary School will continue to implement the 1:1 initiative for this current school year. Each student has been issued a chromebook which will be used daily as an instructional tool. Every general education classroom has a Newline Interactive Board.   - MSD of North Posey utilizes the Learning Management System, Canvas, as our learning management system for every student, which includes a parent access feature. The school district also has an eLearning Instructional Coach that focuses on assisting teachers with incorporating technology into their lessons.
Link additional information here (if necessary) ☐

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	
A plan is in place to provide in-service training in the use of technology.	Yes	●
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes	●
There are established procedures for maintaining technology equipment.	Yes	●
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	●

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	No
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		Choose	
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.

| **Link additional information here** (if necessary) ☐ | |

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	No
Career-focused classroom lessons	Yes	Job-site tours	Choose
Guest speakers	Yes	Career day/fair or community day	No
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	No
Not currently implementing career exploration activities		Choose	
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.

Link additional information here (if necessary) ☐	

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose	Job shadowing	Choose
Job-site tours	Choose	Career-related courses	Choose
Guest speakers	Choose	Career day/fair or community day	Choose
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose	Online career navigation program	Choose
Industry-related project-based learning	Choose	Not currently implementing career exploration activities	Choose
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.

Link additional information here (if necessary) ☐	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	●
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	●
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	●
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	●
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	●
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	●
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	●
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	●

Briefly answer the following:

What practices are in place to maintain a safe environment?
Drills and procedures are practiced regularly, as well as training throughout the district. At staff meetings we discuss relevant issues. We have a threat assessment protocol that we follow consistently throughout the district and stay transparent and keep open lines of communication with our families. Our school guidance counselor and social worker play a large role in making connections with our students and families.

Link additional information here (if necessary) ☐	

CORE ELEMENT 7: CULTURAL COMPETENCY

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document
Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	●	English Language Learner	●	Multiracial	●
Asian	●	Free/Reduced Lunch	●	Native Hawaiian or Other Pacific Islander	●
Black	●	Hispanic Ethnicity	●	White	●

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
South Terrace Elementary School requires all new enrollees to complete a Race and Ethnicity Form and the IDOE Home Language Survey. This data is then entered into our SMS. English Language Learners are then screened and assessed appropriately to monitor language proficiency.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
South Terrace Elementary School provides equal opportunities for academic success for all students regardless of cultural or socio-economic background. English Language Learners are provided with small group instruction and other accommodations to meet their needs. Our school provides a robust intervention program that services <u>all</u> students. Students that qualify for state assistance often benefit from these services.
Link additional information here (if necessary) ☐	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Professional development for teaching English Language Learners would be beneficial for South Terrace Elementary School staff in the event an ELL student enrolls in our school. Trauma-informed professional development would help teachers provide a safe environment for all students.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Our reading series offers passages in multiple languages. All of our curriculum includes cultural diversity in its lessons as well. Teachers and staff also pull resources to provide differentiated and diverse opportunities for all learners in all subjects on a daily basis that extend beyond the textbooks.

Link additional information here (if necessary) ☐	

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Increase in F/R Lunch Population Increase in overall enrollment
What procedures and practices are being implemented to address chronic absenteeism?	Addition of part-time school guidance counselor Increase of home visits Enhanced relationship with location Division of Child and Family Services
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Absentee Rates decrease Increase in academic growth
Number of students absent 10% or more of the school year:	

Last Year:	2	**Two Years Ago:**	3	**Three Years Ago:**	2

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	YES
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	NO
Link additional information here (if necessary) ☐	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

Frequent parent communication occurs in all classrooms. Student assessment results are shared with families after each benchmark. These results are paired with an explanation of student strengths and weaknesses. All parents are encouraged to make contact with teachers or the principal with concerns. Both school and classroom newsletters are distributed to all families on a weekly basis to maintain engagement. Social media and a website are also used to make connections for parents and families.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents are encouraged to make contact by phone or through email to teachers or the principal with concerns or suggestions. Surveys are also sent to parents annually.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

South Terrace Elementary School requires parents to call to report student absences. If a parent does not report the absence, staff makes contact to determine the reason for the absence daily. A letter is sent home at 8 days absent and then in 2 day increments. Administration makes contact with parents if chronic absenteeism is a concern. Education about the importance of school attendance is frequently communicated through school and classroom newsletters.

How do teachers and staff bridge cultural differences through effective communication?

Teachers offer multiple means of communication to ensure that all parent communication needs are met. If there is a language barrier, an interpreter is included in the communication.

Link additional information here (if necessary) ☐	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

*PTO Family sponsored events
*School sponsored events
*Weekly newsletters (School/Guidance/Classroom)
*Open Lunches

How does the school provide individual academic assessment results to parents/guardians?

*Digital copies w/guidance in newsletters
*Printed copies
*Grade level conferences

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

*Plan is posted online for review
*Parent committee representation
*Feedback included in decision-making process plays key role

Link additional information here
(if necessary) ☐

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?

Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) ☐			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
[Title I schoolwide only]

This section applies only to schools that receive Title I funds and operate a schoolwide program.

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.
All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

Link additional information here (if necessary) ☐	

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
Our school district offers a developmental delay preschool program for students who qualify, as well as a general education preschool and pre-kindergarten program that is full-time as child care is limited in our rural area. We also have paraprofessionals who service students in the above-mentioned programs in our area to help ease the transition. Our special services department also offers free screenings multiple times throughout the school year to help identify students who may need support prior to formal educational years of school.
Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.
Our district has recently created an Onboarding program that focuses on Mentors for new teachers in their first year. Our high school has also just developed a course of study/pathway for students to explore education working in conjunction with elementary teachers while in high school, learning about career exploration in becoming an educator. We work closely with the local universities and attend teacher recruitment fairs, as well as house many teacher candidates for student teaching.

Link additional information here (if necessary) ☐	

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Kuester, Katie	Preschool Generalist Renewal/Elementary/Primary Generalist Renewal	Pre-School
Cates, Shalane	Elementary/Primary Generalist Renewal/Elementary/Primary Generalist Renewal	Kindergarten
Morrow, Cathy	General Elementary Renewal/Kindergarten Renewal	Kindergarten
Voelker, Megan	Elementary Generalist Renewal/Mild Intervention Renewal	Kindergarten
Bailey, Heather	Reading Renewal/Elementary / Intermediate Generalist Renewal/Elementary/Primary Generalist Renewal	1st Grade
Stump, Erin	Reading Renewal/General Elementary Renewal	1st Grade
Coleman, Rebecca	Kindergarten Renewal/General Elementary Renewal	2nd Grade
Duckworth, Drew	Elementary/Primary Generalist Professionalize/Elementary / Intermediate Generalist Professionalize	2nd Grade
Wilson, Pamela	General Elementary Renewal	2nd Grade
Brandle, Heather	Mild Intervention Professionalize/Elementary/Primary Generalist Professionalize/Elementary / Intermediate	3rd Grade

	Generalist Professionalize	
Daugherty, Sara	Elementary Generalist Conversion/Mathematics Conversion	3rd Grade
Wilson, Toni	General Elementary Professionalize/Kindergarten Professionalize	3rd Grade
Almon, Courtney	Elementary Generalist Professionalize/Mild Intervention Professionalize	4th Grade
Scherzinger, Wesley	Mild Intervention Renewal/Elementary Generalist Renewal	4th Grade
Wade, Allison	Elementary Generalist Conversion	4th Grade
Grimes, Ashley	Elementary / Intermediate Generalist Renewal/Elementary/Primary Generalist Renewal	5th Grade
Thomas, Casey	Elementary/Primary Generalist Professionalize/Elementary / Intermediate Generalist Professionalize/Physical Education Professionalize	5th Grade
Reynolds, Kristi	Kindergarten Renewal/General Elementary Renewal	5th Grade
McGinness, Donna	General Elementary Renewal/Physical Education Renewal	6th Grade
Patton, Taylor	Elementary Generalist Renewal/Mild Intervention Renewal	6th Grade
Smiljanich, Abigail	Elementary Generalist Original	6th Grade
Boots, Jaylyn	Elementary Generalist Original/Mild Intervention	Special Education (K-6)

	Original	
Gauer, Chandra		Special Education (K-6)
Hallam, Amy	Early Childhood Special Education Professionalize/Early Childhood Professionalize/Mild Intervention Professionalize	Special Education (PK-6)
Sailer, Julie	Elementary Generalist Renewal/Emergency Permit	Innovate (PK-6)
Lee, Braxton	Business Original/Physical Education Original	PE (PK - 6)
Musgrave, Emily	Vocal and General Music Original	Music (PK-6)
Mahrenholz, Melissa	Mild Intervention Professionalize/Visual Arts Professionalize	Art (PK-6)
Link additional information here (if necessary) ☐		

SCHOOL IMPROVEMENT PLAN

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan.
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3")

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL	
Goal	If the principal provides professional development for adopted writing curriculum in grades K-6, student writing will improve.
Sub-group focus	Staff
The strategies we are going to implement are	Professional development, research & pilot writing curriculum, data driven practices, writing workshops
To address the root cause	Research, adopt, and implement writing curriculum
Which will help us meet this student outcome goal	By implementing the writing curriculum, scores will increase an average of 3% in ELA for grades 3-6

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Provide staff PD for grades 3-6 through INcompassing Education		Administration INcompassing Education	1 year
Writing Committee		Administration	1 year
Writing Curriculum		Administration Writing Committee	1 year

Link additional information here (if necessary) ☐	

Strategy #1	Professional Development

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Writing PD	Provide staff with professional development training for writing implementation across grade levels.	Adaministation		PD facilitator	1 year	In Progress

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going process for this strategy.
How has student achievement been impacted? What is the evidence?	This is an on-going process for this strategy.
How will implementation be adjusted and/or supported moving into next year?	Professional development will be provided to staff to help support teachers.
Link additional information here (if necessary) ☐	

Strategy #2	Writing Committee					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Form a writing committee	Staff will form a writing committee to research, vet, and pilot for curriculum adoption	-Principal	Adoption of curriculum	Financial	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going process for this strategy. The goal for this year is to form a writing committee to research potential writing curriculums.					
How has student achievement been impacted? What is the evidence?	This is an on-going process for this strategy.					
How will implementation be adjusted and/or supported moving into next year?	The implementation of a writing curriculum will aid in increasing our student's writing scores.					

Link additional information here (if necessary) ☐	

Strategy #3	**Writing Curriculum**

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Writing Curriculum	Adopt writing curriculum across grade levels	-Administration -Writing Committee	The curriculum	-Funding(maybe)	1-2 years	In Progress

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going action for this strategy.
How has student achievement been impacted? What is the evidence?	The implementation of a writing curriculum will aid in increasing our student's writing scores.

How will implementation be adjusted and/or supported moving into next year?	Administration will arrange professional development to address the implementation of a writing curriculum
Link additional information here (if necessary) ☐	

GOAL	
Goal	If the school develops math fluency alignment across all grade-levels, then student math performance will increase.
Sub-group focus	KG - 6 Students
The strategies we are going to implement are	Professional development, research & pilot math program
To address the root cause	Implement a research based math program

Which will help us meet this student outcome goal*	By developing the math fluency alignment, student scores in Reflex will increase.

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Provide staff PD for Reflex		Administration	6 months
Math Alignment Committee		Administration	1 year
Link additional information here (if necessary) ☐			

Strategy #1	**Reflex Professional Development**					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**

Professional Development	Staff will receive professional development for Reflex math	Administration	Participation Meeting Agenda	Financial	6 months	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Reflex math has been purchased by administration. Teachers and students have been piloting the program in previous years.					
How has student achievement been impacted? What is the evidence?	In a pilot group of students there has been evidence of student growth using the program.					
How will implementation be adjusted and/or supported moving into next year?	All students will utilize this program to increase their mathematical fluency.					
Link additional information here (if necessary) ☐	www.reflexmath.com					

Strategy #2	**Math Alignment Committee**
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)	

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Form a committee	Administration will form a math alignment committee to align standards throughout grade levels	Administration	Participation	None	1 year	In Progress

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going action for this strategy.
How has student achievement been impacted? What is the evidence?	This is an on-going action for this strategy.
How will implementation be adjusted and/or supported moving into next year?	This will be a fluid document that will be monitored and modified throughout the year to meet students' needs.
Link additional information here (if necessary) ☐	

GOAL

Goal	If the school provides student-led learning opportunities within the curriculum, then students will develop independent problem-solving skills.
Sub-group focus	Students
The strategies we are going to implement are	Student-led learning using data driven practices.
To address the root cause	Provide opportunities for practice by implementing activities that instill a growth mindset.
Which will help us meet this student outcome goal*	Pre and Post surveys/questionnaires

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
PLTW and STEM Curriculum Implementation		Principal and Teachers	Current and ongoing
Provide professional development on inquiry based learning		Principal	1 year
Link additional information here (if necessary)			

Strategy #1	PLTW & Stem Implementation

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Recertify school staff in DOE STEM certified	Staff will recertify their training for STEM based learning	Administration STEM Committee	Participation	PD days	2 year	In Progress

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Our school is currently STEM certified by the DOE. It has been fully implemented for the last three years.
How has student achievement been impacted? What is the evidence?	Students are taking a more active role in their learning.
How will implementation be adjusted and/or supported moving into next year?	Teachers will continue to facilitate and guide students in their learning. We will structure our program to fit the needs of the kids. Once the certification is up for renewal, we will begin the process to get recertified.
Link additional information here (if necessary) ☐	https://drive.google.com/drive/folders/1gXJ3xPYo7GAHersQVUB2_IxXNOraVNUJ?usp=drive_link

Strategy #2	Professional Development and Inquiry Based Learning					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Provide professional development on inquiry based learning	Staff will receive professional development for inquiry based learning.	Administration	Participation	Financial for staff PD	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going action for this strategy.					
How has student achievement been impacted? What is the evidence?	This is an on-going action for this strategy.					
How will implementation be adjusted and/or supported moving into next year?	This is an on-going action for this strategy.					
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	Focus on PD in areas of SIP Goals	Feedback on progress towards SIP goals	Implementation of progress towards SIP Goals	Next Steps/Revisions moving forward
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ⬜				

PROFESSIONAL DEVELOPMENT PLAN

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal(s)	Professional development opportunities will be provided in writing across the curriculum.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of writing will increase on the state's ILEARN assessment.
How will effectiveness be sustained over time?	Adopt/implement a common writing program.

| **Link additional information here** (if necessary) ☐ | |

Professional Development Goal(s)	Professional development opportunities will be provided in Reflex mathematics programs.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of math fluency will increase
How will effectiveness be sustained over time?	Adopt/implement a math reflex fluency program.
Link additional information here (if necessary) ☐	www.reflexmath.com

Professional Development Goal(s)	Professional development opportunities will be provided for STEM and inquiry-based learning.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of process standards will increase on the state's ILEARN assessment.
How will effectiveness be sustained over time?	Inquiry-based learning opportunities will be incorporated in lesson plans in every classroom.
Link additional information here (if necessary) ☐	