



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	Mr. Matt Jaques
Phone number	812-985-3180
Email	mjacques@northposey.k12.in.is

Superintendent	Mr. Todd Slagle
Phone number	812-874-2243
Email	tslagle@northposey.k12.in.us

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

SECTION 1

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) 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
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input checked="" type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Previous Year Goal #1	If the principal provides professional development for the adopted writing curriculum in grades K-6, student writing 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?	Our staff saw improvements but not to the extent that was favorable. We will continue to work toward this goal but with more targeted intent and a focus on the scope and sequence of the		

curriculum. The goal will be rewritten with a more specific objective of this target in mind.

[Link to 5 Whys - Root Cause Analysis](#)

Previous Year Goal #2	If the school develops math fluency alignment across all grade-levels, then student math performance will increase.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Our school grade level teams will continue to align curriculum maps and classroom instruction to standards and target fluency as a priority.		
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. The goal will be rewritten with a more specific target objective in mind.		

[Link to 5 Whys - Root Cause Analysis](#)

SIOT ANALYSIS

SIOT Analysis	
Strengths	Areas of Needed Improvement
<ul style="list-style-type: none">● Family Support & Involvement● Licensed and Highly-Qualified Staff● Student Socio-economic Status● School Culture● School Climate● School Leader● Time Management	<ul style="list-style-type: none">● Attendance● Understanding of Science of Reading● Writing skills● Problem-solving skills
Opportunities	Threats
<ul style="list-style-type: none">● Pay increases for advanced degrees● Increased attendance for at-risk students● Community resources● Learning lab	<ul style="list-style-type: none">● Finances● Lack of time within instructional minutes● Substitutes● Schedules● Teacher buy-in● Subjectivity● Student interpretation of feelings

FIVE WHYS WORKSHEET

Goal 1

Define the problem (precise problem statement):

Goal #1 - If the principal provides professional development for the adopted writing curriculum in grades K-6, student writing will improve.

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

Goal 3

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.

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. Objective difficult to measure 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 ▾	
Courtney Almon	Teacher	Both ▾	
Ashley Grimes	Teacher	Both ▾	
Erin Diehl	Academic Coach	Both	
Matt Jaques	Principal	Both	
LIndsey Orem	Parent	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 30.2% Free/Reduced Lunch/Breakfast assistance program, with this number growing each year. 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.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

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)

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- <i>Wonders</i>	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 ▾	<input type="checkbox"/>
Reading	6	McGraw-Hill <i>Study Sync</i>	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 ▾	<input type="checkbox"/>
Reading	K-6	iReady	Yes ▾	Tier 1, 2, 3 ▾	Formative Assessment and instructional resources used with all students.	Yes ▾	<input type="checkbox"/>

Reading	K-3	Wilson Reading Foundations	No ▾	Tier 2 ▾	Evidence-Based Reading Intervention	Yes ▾	<input type="checkbox"/>
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 ▾	<input type="checkbox"/>
Math	K-6	Savaas Envision Mathematics	Yes ▾	Tier 1, 2, 3 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Math	K-6	iReady	Yes ▾	Tier 1, 2, 3 ▾	Formative Assessment and instructional resources used with all students.	Yes ▾	<input type="checkbox"/>
Handwriting	K-2	Zaner-Bloser	Yes ▾	Tier 1 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Social Studies	4	McGraw Hill <i>Regions of the United States</i>	Yes ▾	Tier 1 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Social Studies	5	McGraw Hill <i>US History</i>	Yes ▾	Tier 1 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Social Studies	6	McGraw Hill <i>History, Places, and Cultures in Europe & the Americas</i>	Yes ▾	Tier 1 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Science	3-6	Savvas Elevate Science	Yes ▾	Tier 1 ▾	Textbook and resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Music	K-6	<i>QuaverEd</i>	Yes ▾	Tier 1 ▾	Digital resources adopted by the district.	Yes ▾	<input type="checkbox"/>
Art	K-6	Davis Publications, Inc., <i>Explorations in Art</i>	Yes ▾	Tier 1 ▾	Printed and digital resources adopted by the district	Yes ▾	<input type="checkbox"/>
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<ul style="list-style-type: none">• On-site• District Office• School website	
Link additional information here (if necessary) <input type="checkbox"/>	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 ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

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)

[📅 South Terrace 2024-2025 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 ▾	<input type="checkbox"/>
iReady Growth Checks	K-6	Formative ▾	iReady Growth Checks are used for progress monitoring and change the course of student online instruction	Yes ▾	<input type="checkbox"/>
Checks for Understanding	K-6	Formative ▾	Teachers use checks for understanding daily. These quick checks are used to drive instruction and monitor progress.	Yes ▾	<input type="checkbox"/>
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 ▾	<input type="checkbox"/>
Cogat	K,2,5	Other ▾	Used to identify high ability students.	Yes ▾	<input type="checkbox"/>
ELA District Grade-level Assessments	K-6	Summative ▾	Data from benchmark is used to build instructional groups and to determine need for interventions.	Yes ▾	<input type="checkbox"/>

iReady Universal Screener	K-2	Other ▾	Used to screen students for dyslexia.	Yes ▾	<input type="checkbox"/>
AIMS Web	K-6	Formative ▾	Used to progress monitor for student interventions	Yes ▾	
ILEARN Checkpoints	3-6	Formative ▾	Used to monitor student proficiency	Yes ▾	

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 ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

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.	
<p>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. The district also has an academic coach that plans with each grade level team weekly to design instruction based on academic needs of students that is data-driven.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

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 ▾	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>

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.	
<p>Our school counselor provides College and Career Readiness lessons for individual grade levels. Students at all grade levels are exposed to career opportunities through integrated math and ELA lessons.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

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	No ▾
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		Yes ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

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 ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>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 Youth First Mental Health Care Provider play a large role in making connections with our students and families.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

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	<input type="checkbox"/>	English Language Learner	<input type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input type="checkbox"/>	White	<input checked="" type="checkbox"/>

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 all 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 Adoption of new district attendance policy			
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:	6	Two Years Ago:	2	Three Years Ago:	3

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		YES
Link additional information here (if necessary) <input type="checkbox"/>		

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 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	1st Grade
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	Kindergarten

Brandle, Heather	Mild Intervention Professionalize/Elementary/Primary Generalist Professionalize/Elementary / Intermediate Generalist Professionalize	3rd Grade
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	6th 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 Original	Special Education (K-6)
Gauer, Chandra		Special Education (K-6)
Hallam, Amy	Early Childhood Special Education Professionalize/Early Childhood Professionalize/Mild Intervention Professionalize	Special Education (PK-6)
Cox, Faith	Elementary Generalist	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) <input type="checkbox"/>		

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES

GOAL #1

Goal	If PK through 6th grade writing instruction becomes vertically aligned, then student ELA scores will improve.
The strategies we are going to implement are	Forming a school-wide writing committee. Creating and establishing grade level exemplars/expectations

Strategy #1

Form a school-wide 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
Ask grade level representatives to form committee		Administration	Response	N/A	N/A	Completed ▾

Strategy #2

Creating and establishing grade-level exemplars/expectations

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
Find grade level writing exemplars	Writing process Constructed Response	Writing Committee	Exemplars	Time/Money	Dec.2024	Completed ▾
Organize exemplars		Academic Coach/Writing Committee	System of Organization		Dec. 2024	Completed ▾
Analyze student writing	Collecting at least 2 student work samples each grade level	Grade level teachers	Classroom data	Student samples	May 2025	In Progress ▾

GOAL #2

Goal	If teachers provide challenging tasks through cooperative learning structures, then student engagement will increase.
The strategies we are going to implement are	All staff will be trained in Kagan cooperative structures. Instructional practices will incorporate cooperative learning strategies

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Kagan Cooperative Learning		Administration/Academic Coach/Teachers	2024-2025

Strategy #1	Kagan Cooperative Learning 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
All staff will be trained in Kagan cooperative structures.	Training	District Admin	Attendance	Money/Time	2024/25	In Progr... ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	On-going/Staff training at district level was voluntary initially; however, follow-up may occur with additional training provided by the district.					
How has student achievement been impacted? What is the evidence?	Unknown					

How will implementation be adjusted and/or supported moving into next year?	Undetermined
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Instructional practices will incorporate cooperative learning strategies					
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
Incorporation of cooperative learning strategies.	Teachers will intentionally plan opportunities for students to engage in cooperative learning structures during instruction	Teachers/Admin /Academic Coach	Lesson Plans/Observations	Challenging Tasks	2024-25	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?	On-going/TBD					
How has student achievement been impacted? What is the evidence?	Unknown					
How will implementation be adjusted and/or supported moving into next year?	Undetermined					

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 #1	If PK through 6th grade writing instruction becomes vertically aligned, then student ELA scores will improve.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	District/School
Plan for coaching and support during the learning process	Team planning time
Evidence of Impact	Undetermined
How will effectiveness be sustained over time?	Teachers can train teachers over time, as well as building administration. Teachers also need to continue to meet regularly to review and reflect.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal #2	100% of Staff Kagan Trained
Is professional development linked to SIP goals?	Yes -
Possible Funding Sources	
Plan for coaching and support during the learning process	Teachers will share best practices during Team Time. Summer training was offered with a stipend. Additional training during the school day.
Evidence of Impact	Team will meet quarterly to review data and progress toward the goal.
How will effectiveness be sustained over time?	New hires will be trained on Kagan Cooperative Learning.
Link additional information here (if necessary) □	