



Indiana School Improvement Plan

Southside Middle School

Muncie Community Schools

Mrs. Kelli Turner
1601 E 26th St
Muncie, IN 47302-5808

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Southside Middle School opened its doors to students for the first time on August 13, 2014. Until then students had attended Wilson Middle School which opened in 1995. The history of Wilson Middle School dates back to the opening of Wilson Junior High in 1921 on South Franklin Street in the midst of a thriving industrial area. Wilson Middle School had a long history and many traditions of which generations of families were proud until it closed its doors on June 14, 2014.

Due to declining enrollment, based on a weak economy from the loss of the auto industry and other manufacturing businesses, Muncie Community Schools was faced with the difficult decision of merging its two High Schools at the beginning of the 2014-15 school year. Muncie Southside High School students and staff were sent to Muncie Central and the building was renamed Southside Middle School.

The 2016-2017 school year will mark the first time in many years that turnover of staff from the year before was minimal. Mrs. Kelli Turner, Principal, and Mr. Phil Seale, Assistant Principal/Athletic Director, will be in their third school year in the building, and Mr. Don Cowper will be in his second. It has been a long time since Wilson/Southside has begun a school year with the same administrative staff from the year before. More importantly, teacher turnover was also positive for this school year. While we did lose one teacher in Math, ELA, and Science due to declining enrollment, only one new teacher had to be hired. This consistency has already shown positive results in the school's climate and culture.

Southside Middle School is housed in one of the finest middle school facilities in the state. Since the Middle School is now located close to neighborhoods more student and parent involvement in school activities and events is anticipated. Elementary Schools that feed into Southside Middle School are Grissom, Southview, and Sutton, as well as portions of the student bodies of East Washington Academy and West View. All are neighborhood schools of which the community is very proud.

There are currently 575 students enrolled at Southside Middle School with an attendance rate of 97.6%. The student body is ethnically diverse with 66% identified as Caucasian-American, 18% as African-American, and 16% as Other (Asian, Latino, and Multi-Racial). Over 89% of the student body is on free or reduced lunch. 35% of our students are either classified as special education and have an IEP or have accommodations through a 504 plan. As for teachers, of the 46 teachers currently with SMS, 19.6% are in their third or less year with the school.

Southside Middle School receives academic support from Ball State University through our relationship with them as a professional Development School. It is a partnership that allows us the opportunity to establish criteria and guidelines for Ball State students, participating in an educational field experience that non-member schools may not have.

Southside Middle School has a traditional seven-period day with each period lasting from 43-44 minutes, and also starts each day with a 30 minute "Success" Period following the 8-Step Process. SMS offers a wide range of courses including honors, special education, electives, and classes for which high school credits may be earned. The school also offers an extensive list of extracurricular activities including, choir, band, clubs, drama, and athletics. We are committed to offering a varied and challenging curriculum to prepare our students for high school. SMS also serves the severely and moderately disabled students in a two county special education consortium.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement

Southside Middle School will provide a learning environment in which students are surrounded by caring educators who hold high expectations for all learners. Upon leaving Southside Middle School, our students will be confident in their abilities and prepared for high school.

Core Beliefs

The following statements represent the core beliefs of our school culture:

- We believe that SMS should teach mastery of academic standards and character education traits such as respect, honesty, and tolerance.
- We believe that a good school is one in which all students are given the opportunity to reach their potential and progress towards stated goals.
- We believe that a successful student is able to make appropriate decisions and exhibit continuous academic progress.
- We will establish an effective classroom in which the atmosphere is conducive to all aspects of learning and makes learners of all levels feel secure enough to continue to expand, refine, and improve upon their current skills.
- We believe a good staff member is one who is interested in the welfare of all students and supportive of their educational endeavors.
- We believe that an effective school faculty is one that works together as one unit toward common goals.
- We will establish a quality instructional program to include meaningful continuous monitoring and re-evaluation of all instructional programs and methods of instruction.

School Goal

Over the next three years, Southside Middle School will show sustained, measurable improvement in the total ISTEP+ scored for English/Language Arts and Math of all students tested in grades.

Southside Middle School offers a rich curriculum to its students. Muncie Community Schools utilizes standards based curriculum maps to outline the content to be taught to students. The maps also include sample methods to use to teach the content and assessment processes used to evaluate what students are expected to know and able to do to meet the Indiana Academic Standards. Curriculum maps are available electronically to teachers and hard copies are found in the professional library and principal's office. These maps outline expectations for student learning within each content area.

The faculty and staff of Southside Middle School are competent and becoming more comfortable with disaggregating student data to drive instruction. SMS utilizes a variety of assessment tools to measure student progress based on the curriculum and the month standards that are addressed. Local Chalkable assessments are used as formative benchmarks. Chalkable assessments are administered six times a year to measure mastery of the curriculum based on the state standards. NWEA tests are given in core areas throughout the year as formative and diagnostic tests. The ISTEP+ exam is given at the end of the year to measure students' academic growth and achievement. SUCCESS period is crucial to improving student achievement. Grade level groups are changed monthly based on results of re-teaching and enrichment for our students. Special attention is given to maintaining skills and knowledge while acquiring new skills and knowledge at the same time in core areas.

Because we have had a school grade of F for four years many new initiatives and interventions have been put in place to help raise student achievement across the board. We have created an additional English period called English Enrichment for students not in a world language. Students also receive Tier 2 & 3 support from interventions in English and math skills. Additionally we have instituted Panther Pause tickets as a management tool for teachers. To improve our ELA scores we have implemented a school-wide writing process called RAP and each department is practicing writing on a rotating basis on our Wonderful Writing Wednesdays.

The 8-Step process is a framework for school improvement. In this continuous system for student achievement, strategies are driven by data collection and review. Student learning, on an optimal level, is the mainstay of the initiative. Strategies are defined by data collection, teacher input, and local/building-based ownership. The eight steps include: Data disaggregation; Calendar Development; Instructional Focus; Assessment; Tutorials Enrichment; Maintenance; and Monitoring.

The 8-Step Process is composed of eight (8) focal points:

Data Disaggregation - Analyze student performance data to inform instruction.

Curriculum Timeline- Establish a time-line teaching the identified essential knowledge and skills.

Instructional Focus- Direct instruction to students with focus on specific skills and standards.

Assessment - Assess student progress on the standards using formative (standards based) and summative (comprehensive) assessments.

Tutorials/Remediation-Provide time to re-teach those students who have not yet become proficient.

Enrichment-Provide enrichment opportunities for students who are proficient.

Maintenance- Provide on-going maintenance to ensure students retain mastery of the content.

Monitor- Monitor all progress of students through data meetings, collaboration among staff, focused leadership, etc.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Some Notable achievements: Southside Middle School (Wilson) has maintained an attendance rate of at least 95% for several years. This is in spite of an at-risk population of 88%.

We offer honors classes at all grade levels, as well as offering algebra and both Spanish and French at the grade 8 level for high school credit. This year SMS is offering a new four hour block project-based STEM program for honors sixth grade. In fine arts (music) we offer band, choir, show choir, general music, and keyboarding to students. Many of the band students participated with the "Spirit of Muncie" high school summer marching band.

One goal we had last year was to see measurable growth in particularly our intervention students as they are getting extra direct instruction. Southside attained a 1.3 year's growth in 34.8% of our ELA intervention students and 41.5% of our Math intervention students. This improvement is critical as we continue to close the achievement gap among our students. While we have improved in these areas and have many notable achievements we certainly need to improve across the board on our students' ISTEP+ scores. Currently our results are unacceptable and have resulted in our school grade of F in previous years. We did see an approximate 5% gain in student pass rates on last year's tests, thus we are optimistic of receiving a passing grade for the 2015-2016 school year.

Finally, Southside is now in it's second year of PBIS implementation, with last year being the planning year prior for full implementation. Students have the opportunity to receive Swagger bucks and buy items from the Swagger Store on a weekly basis. Students also receive various awards including, student of the month, recognizing good character, and Swagger tickets. Through the SWIS database, administrators can easily monitor and access student discipline data. Therefore, administrators are able to be more proactive in their approach to individual students in need.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Since January of 2015, SMS has received numerous donations to contribute to the improvement of the school's culture. These donations include: donations for SWAGGER (a positive behavior support to promote good behavior rather than focusing on bad), Skill Bowl and Super Bowl Academic teams, and National Junior Honors Society charter fee. We have also begun a Panther Pantry program, in which students in need receive a backpack full of food each Friday to take with them for the weekend. Also, as the reception from the community for the Panther Pantry has been so great, we have also been able to expand this service to once a month Family Food Giveaways, servicing any family with students attending Muncie Community Schools.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A PL221 Committee was created within the school that consisted of administrators, guidance counselors, and teachers from a variety of subjects and grade levels. Stakeholders were selected by the school administration and the Muncie Teacher Association. The committee members meet for one hour once a month after school to discuss and update the institutions improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The PL221 committee is represented by administrators, guidance counselors, teachers, and data coaches. The responsibilities of the members are to meet once a month and discuss and update each component of the improvement plan. A survey was also sent out to other stakeholders (community members, teachers, parents, and students) via a survey asking for input into what improvements are needed for Southside Middle School.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to all stakeholders via a variety of methods. The improvement plan was posted to the school website with a School Messenger Alert going out to stakeholders to let them know how to access it online. It was shared with the staff during professional development. The final copy will be emailed to all faculty and staff members.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1: Purpose and Direction - The areas for strength for Southside Middle School are that as a staff, our purpose and direction is guided by the 8-step process. These meetings occur twice a month to discuss improvements and changes that need to be made at the building level. The 8-step process focuses on student success. All teachers have access to student data through our data binders. School leaders also hold school personnel accountable for their actions.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •School Board policy, administrative guidelines, staff handbook, and student discipline handbook 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership - Areas of strength noted include board policy, administrative guidelines, and opportunities for staff to partake in professional development for teacher growth are in place. A student handbook outlines guidelines for discipline. The school board meets twice a month and follows board policy for meetings. There is a clear outline for the teacher evaluation process. Through the evaluation process a focus is placed on areas of improvement for teachers. Areas of improvement were noted in practices needing to promote effective instruction. After starting this year with the same administrative team in place, there is finally consistency within the building. This consistency has brought about a positive change in the climate and culture at Southside.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of assessments that prompted modification in instruction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •Survey results •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3: Teaching and Assessing for Learning - The strengths in this area clearly state that math, English and Language Arts, and Science all have curriculum maps that follow Indiana Academic Standards. Teachers in math and ELA are utilizing data to drive instruction. Formal learning log meetings are held after each formative assessment to identify student needs and determine reteaching strategies as well as SUCCESS placement. Teachers provide students with specific feedback after formal assessments in ELA and math. Students have individual data sheets that are completed in the classroom. A teacher mentoring program has been established and meets monthly. This program needs to continue to grow and support new teachers. Teachers are required to update grades on a weekly basis in INOW. Policies and processes are in place to provide students with progress reports and report cards once a grading period. Professional development is offered for staff on a weekly basis, however, this does not include support staff.

Areas of improvement need to focus on student instruction. Learning activities are not individualized for all students and like courses do not have equivalent learning expectations. However, to improve the learning expectations, math and ELA teachers are required to submit

Indiana School Improvement Plan

Southside Middle School

collaborative notes to the principal on a weekly basis. SMS has a one to one iPad initiative and are piloting chromebooks with 6th grade honors students. However staff do not fully utilize the technology to enhance instruction because many students do not bring the devices to class. As an administrative team, we are trying to be proactive with 6th grade students this year. Another area of improvement is providing families an opportunity to become involved in their child's education. This school year, we are going to attempt to start at PTO at Southside.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Assessments of staffing needs •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

Indiana School Improvement Plan

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 4: Resources and Support Systems - Areas of strength include staffing meetings occur every spring at the administration building, where each building principal has an opportunity to bring staffing needs for the following school year. Building administration has the ability to hire teachers and support staff. Southside Middle School maintains facilities that are clean for all students and staff. All teachers and students have access to an iPad. However, some classrooms still lack a Smartboard and/or an Apple Tv.

An area of improvement is the availability of fiscal resources to truly hire and retain highly effective teachers. The amount of required testing interferes with instructional time in math and ELA. An option would be to have science and social studies teachers assist with some of the required testing math and ELA classes. At this time, opportunities for students to participate in small group counseling services is non-existence. Students need to have the ability to have lessons on conflict resolution, character education, and friendship groups.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Southside Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Survey results •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 2

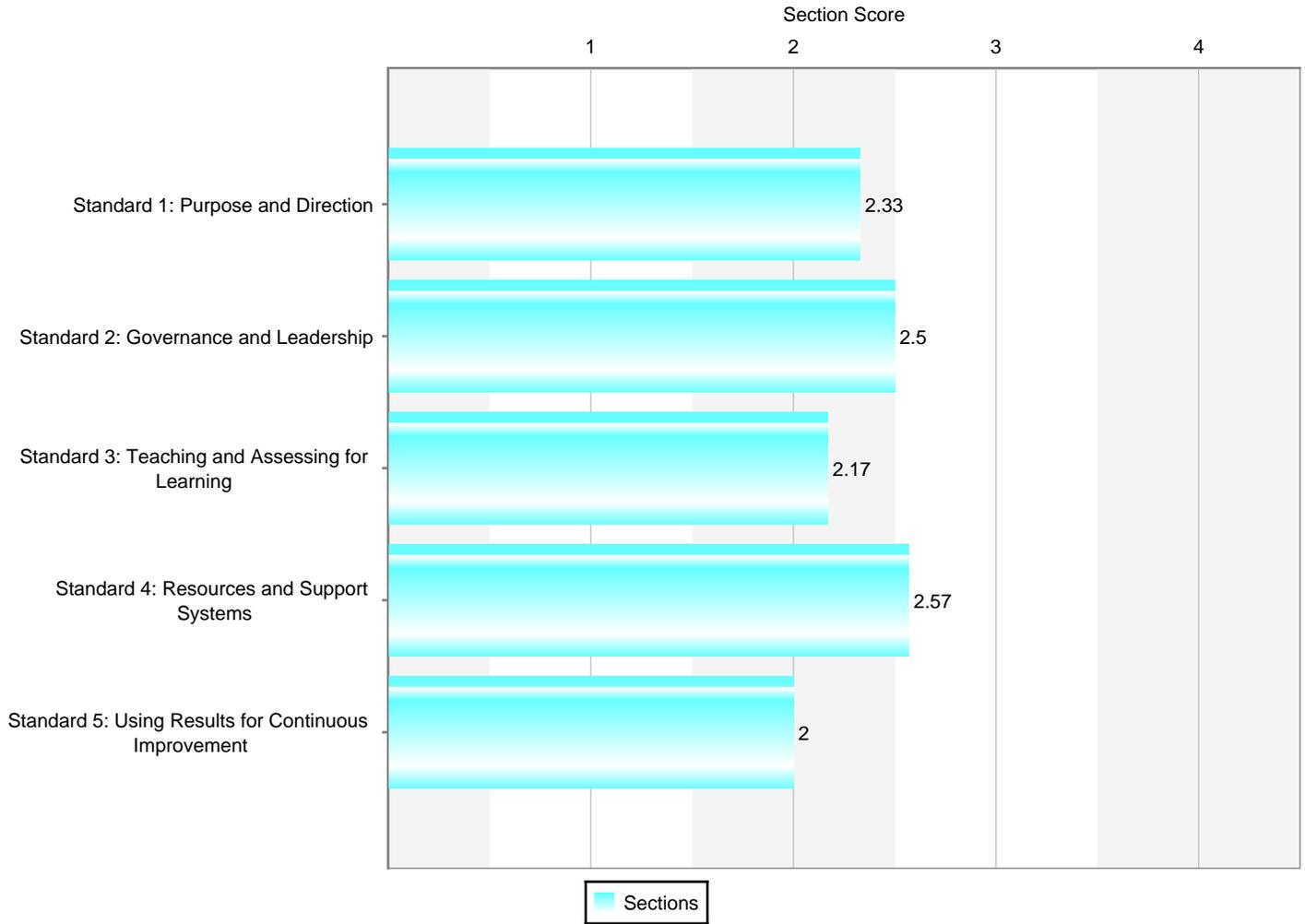
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5: Using Results for Continuous Improvement - Areas of strength include monthly learning log meetings for math and ELA teachers per grade level. The learning log meeting consists of disaggregation of student data from Chalkable and NWEA assessments. Teachers then determine areas of weakness and provide reteaching for these standards.

This year staff will be learning how to utilize reports in NWEA and Chalkable. Our goal is to adequately train staff to review student data and differentiate utilizing Skills Navigator. This year we will also be sharing the NWEA data by mailing home results.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	IN Student Performance Team Worksheets are attached. 2014-2015 IN Student Performance not attached due to data not being posted on Compass due to increase in rigour on the ISTEP+ assessment.	2012-2013 IN Student Performance 2013-2014 IN Student Performance 2011-2012 IN Student Performance

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

2014-2015 Data - ELA overall low growth target was below 39.8%. Southside performance was 37.8%.

Describe the area(s) that show a positive trend in performance.

2014-2015 data is not available.

Our African American students have seen a positive trend in passing rates for Mathematics: 2011 - 46.5%, 2012 - 50.7%, and 2013 - 52.7%. Our Free-Reduced price meals subgroup has a positive trend in passing rates for Mathematics: 2011 - 58.3%, 2012 - 61%, and 2013 - 63.65%

Which area(s) indicate the overall highest performance?

2014-2015 Data - The overall highest performance for SMS occurs in our top 75% of students passing in Mathematics with a pass rate of 79.92%.

Which subgroup(s) show a trend toward increasing performance?

The subgroups that show a trend toward increasing performance are our African Americans and Free / Reduced priced meals for Mathematics.

Between which subgroups is the achievement gap closing?

2014-2015 data is not available due to increased rigor on ISTEP+

The achievement gap is closing between the subgroups of African American and White students in Mathematics: 2011 - 20% gap, 2012 - 21% gap, 2013 - 17% gap.

Which of the above reported findings are consistent with findings from other data sources?

We would attempt to pull up our NWEA and Star data but the data cannot be dis-aggregated to show these results.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The areas that are below the expected levels of performance are ELA bottom 25% and top 25%, Math bottom 25%, top 25%, and Overall low growth.

Describe the area(s) that show a negative trend in performance.

The Mathematics bottom 25% shows a negative trend in performance: 2011 - 25.8%, 2012 - 24.7%, and 2013 - 22%.

Which area(s) indicate the overall lowest performance?

2014-2015 Data - Mathematics overall low growth (43.6%) is the overall lowest performance at SMS.

Which subgroup(s) show a trend toward decreasing performance?

The Hispanic passing rate in Mathematics is showing a trend toward decreasing performance: 2011 - 81.8%, 2012 - 77.3%, 2013 - 64.3%.

Between which subgroups is the achievement gap becoming greater?

2014-2015 is not available on compass due to increased rigor of ISTEP+ assessment.

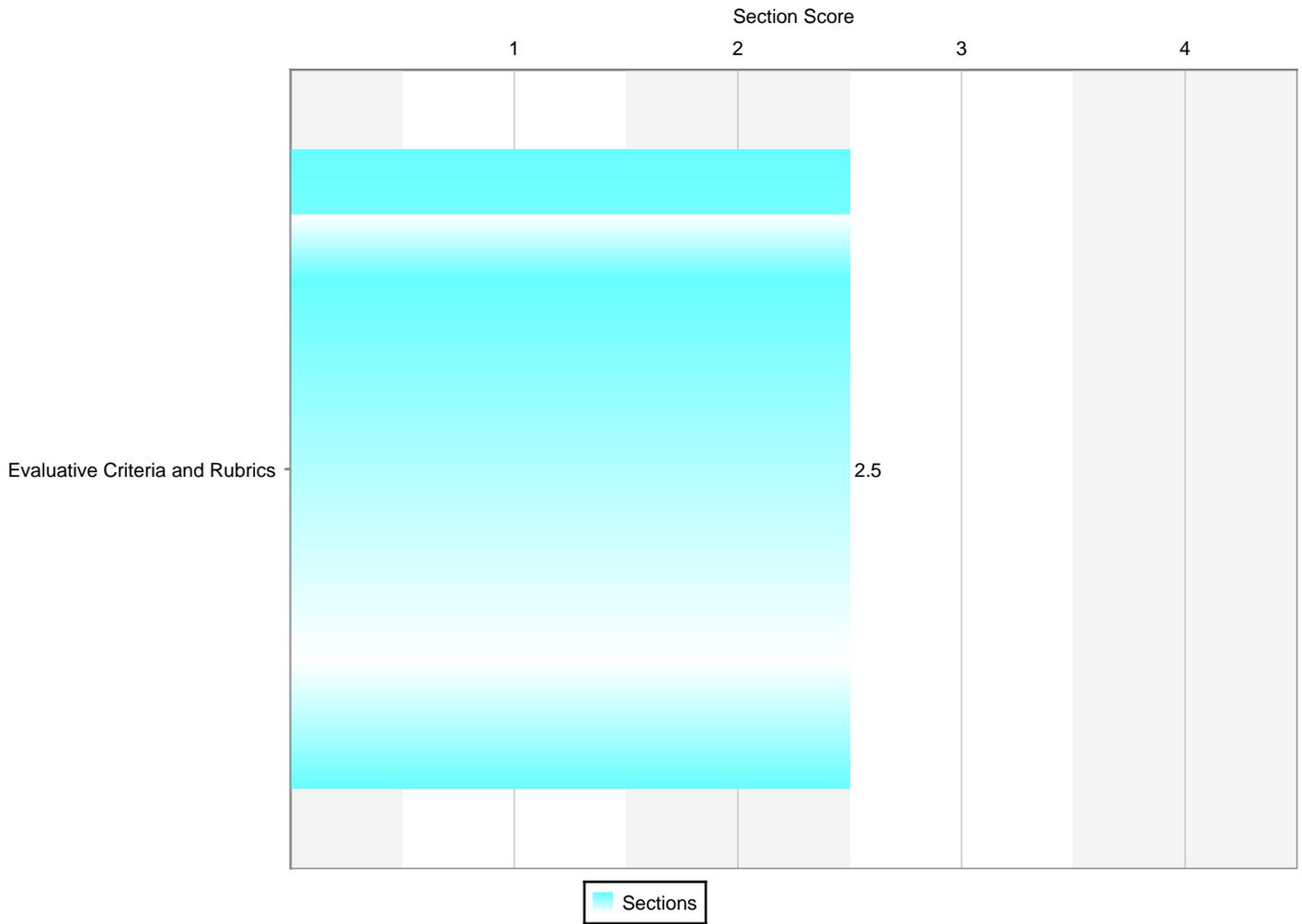
The achievement gap is becoming greater between the African American and White subgroups in ELA: 2011 - 9% gap, 2012 - 16.3% gap, 2013 - 20% gap.

Which of the above reported findings are consistent with findings from other data sources?

We can use the NWEA and Star data sources but these programs do not dis-aggregate the data in this manner.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	At least 20% of parents, 40% of students, and 60% of staff completed this survey online.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

All stakeholders are held accountable for student learning and holding students to high academic standards by school leaders. Stakeholders use varied assessments to determine student learning and school performance. Data is utilized to modify and revise classroom instruction based on student readiness. School leaders monitor the use of data from the varied assessments.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Stakeholders are making data-driven decisions based on an increase of data availability.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The stakeholder feedback regarding data correlates to the school self-assessment concept map results. Stakeholders utilize data by maintaining data binders, updating student data folders, and participating in learning log meetings after each formative assessment.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Student collaboration, self-assessment, and development of critical thinking skills are areas of weakness since not all stakeholders provide these opportunities for students. Students are not consistently offered specific and timely feedback by all stakeholders, and not all stakeholders regularly engage families in their children's learning progress.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Stakeholder feedback correlates to the school assessment concept map showing that there are inconsistencies in communication of student learning progress with families across the school. Students are not consistently offered opportunities, by all stakeholders, to work collaboratively to develop critical thinking skills.

What are the implications for these stakeholder perceptions?

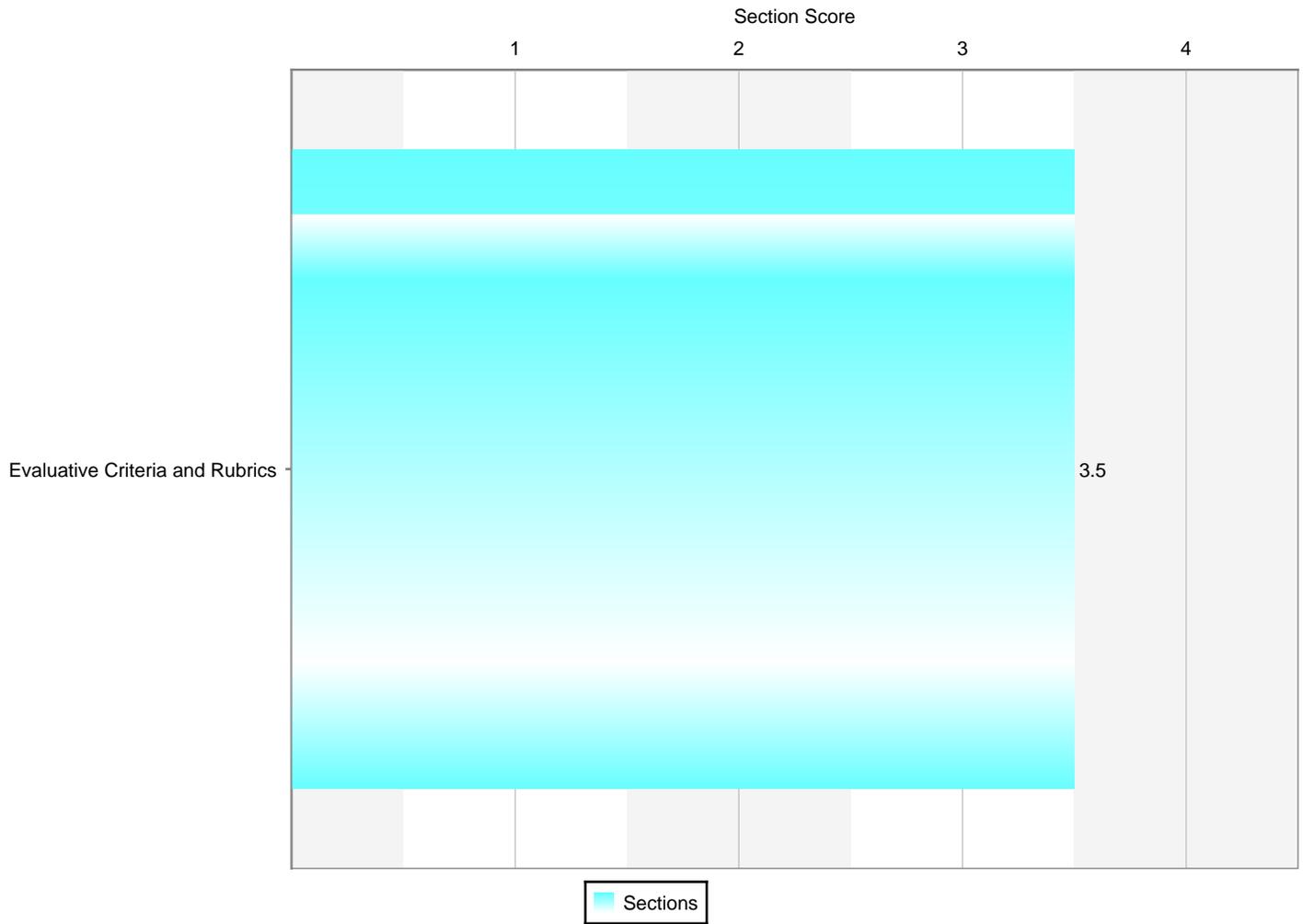
Students are given few opportunities to work in collaborative groups. Stakeholders perceive that students have a difficult time working in groups. Parental involvement is minimal. There is a barrier in the usage of the student grade portal since not all parents have access to it, therefore they do not use it on a regular basis.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The reported findings correlate to the school assessment concept map.

Report Summary

Scores By Section



2016 Goals and Plans

Overview

Plan Name

2016 Goals and Plans

Plan Description

2016 Goals and Plans

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
2	At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessemnt for the 2016-2017 school year.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$72500

Goal 1: At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy 1:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0	No Funding Required	Intervention Teachers

Strategy 2:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0	No Funding Required	Intervention Teachers

Strategy 3:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0	No Funding Required	Intervention teachers, data coaches, and administration

Strategy 4:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0	No Funding Required	Intervention teachers and data coaches

Goal 2: At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessemnt for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy 1:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Evidence of success: 42% of intervencion students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computation strategies will be taught in intervencion classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0	No Funding Required	Intervention Teachers

Strategy 2:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0	No Funding Required	Intervention teachers, data coaches, and administration

Strategy 3:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0	No Funding Required	Intervention teachers and data coaches

Goal 3: At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy 1:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program, Academic Support Program	08/03/2016	05/24/2017	\$70000	Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy 2:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Indiana School Improvement Plan

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Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0	No Funding Required	Administration , Classroom teacher

Strategy 3:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0	No Funding Required	Administration and classroom teachers

Strategy 4:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500	Other	Administration , Teachers, PBIS Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Panther Pause	Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0	Administration , Classroom teacher
Reading Strategies	Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0	Intervention Teachers
Technology Programs	Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0	Intervention teachers and data coaches
Classroom Behavior Plan	Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0	Administration and classroom teachers
Computation Strategies	Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0	Intervention Teachers
Progress Monitoring	Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0	Intervention teachers, data coaches, and administration
Vocabulary	Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0	Intervention Teachers
Technology Programs	Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0	Intervention teachers and data coaches
Progress Monitoring	Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0	Intervention teachers, data coaches, and administration
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Southside Middle School

SWAGGER Recovery	SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program, Academic Support Program	08/03/2016	05/24/2017	\$70000	Administration, Alt. Ed Teachers, and counselors
Total					\$70000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500	Administration, Teachers, PBIS Team
Total					\$2500	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The comprehensive needs assessment was completed in the spring of 2015 for Southside Middle School. The needs assessment included a parent survey, a student survey, and a staff survey. Reminders were sent out via a Honeywell Alert and the monthly newsletter to parents. Students took the survey during success class while at school. Staff were sent an email with a link to the survey. Results were gathered and used to updated the SAP.	Parent Survey - Honeywell Alert Staff Survey Student Survey Parent Survey

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Southside Middle School has implemented a school wide RTI program to identify students who are below proficient levels in English and math. All students in 7th and 8th grade that are not in the an RTI program or taking a World Language course have English Enrichment which allows students an extra block of English each day. Wonderful Writing Wednesday is another schoolwide strategy that has been implemented to reinforce writing skills in all classrooms. Teachers implement the following: 6 Traits of Writing; Cloze Reading; 10 for Fridays; 5 for Fridays; Word Problem Wednesday; Success period	Progress Monitoring ELA WWW Schedule Progress Monitoring Math

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Southside Middle School targets low achieving students in English and math by utilizing the RTI process. This includes identifying students needs based on data from ISTEP+, NWEA, and STAR Reading/math. These students are then placed into either Tier2 or Tier 3 classes based on how far of an academic gap was present. Strategies that are used in the intervention classrooms include: reading, vocabulary, computation, and technology based strategies. Progress monitoring of student academic success is kept by each intervention teacher.	ELA progress monitoring English Enrichment Tier 2 and 3 Plan

Indiana School Improvement Plan

Southside Middle School

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	Please see attachment for document of highly qualified teachers working at Southside Middle School.	Teacher HQ List ParaPro List

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Southside Middle School has professional development meetings on Wednesday morning every week for staff members. Professional development was offered for two days prior to the beginning of the school year. The topics of this PD covered the following: project based learning, partnering with parents, designing a modern literacy framework, developing student engagement, PBIS, 6 traits of writing, and staff team building. Professional development is also provided through Ball State University professors in conjunction with the PDS partnership. Teacher leaders also lead PD.	PD Agenda PLC Schedule

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Southside Middle School is a Title I Priority School which allows for administration to apply for incentive grants for highly effective teachers. Southside Middle School uses an online application system to recruit high-quality, highly qualified teachers to the school district. Muncie Community Schools is parent of a teacher recruitment fair at Ball State University and other schools. Connections are also made with pre-service teachers that complete their practicum experience at Southside Middle School.	

Indiana School Improvement Plan

Southside Middle School

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Southside Middle School has monthly family nights that center around increasing parental involvement within the school. Some examples are as follows: Family night at Camp Adventure, Family Literacy Night, Family Pumpkin Carving Contest, and Get Active Family night. Southside Middle School also organizes a Family Food Giveaway the 3rd Thursday of every month. Counselors have also implemented an academic watch program for students who have three or more F's. Counselors reach out to parents to get parent support. This year administration has been proactive in meeting with parents.	Family Night Flyer

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Southside Middle School will mail home the following reports for students: ISTEP+ 15-16 and NWEA three times throughout the year.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	AdvancED parent surveys and AdvancED met with parents to review needs of improvement in May 2015.	Parent Survey

Label	Assurance	Response	Comment	Attachment
10.	There are plans 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.	No	There is currently no plan at Southside Middle School to assist preschool children.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	At Southside Middle School, all English, math, and special education teachers meet collaboratively by grade level after each NWEA and Chalkable assessment to identify percentage of mastery over standards tested. Strategies are identified to re-teach or enrich student mastery of standards. Department meetings are scheduled once a week for each department to discuss areas of improvement and instructional strategies to use in the classroom.	Weekly Dept Mtg Schedule

Indiana School Improvement Plan

Southside Middle School

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Southside Middle School has an RTI program in place for both English and math. Students who have been identified as needing intervention or urgent intervention in English or math are placed in either Tier 2 or Tier 3 class for additional focused skill building to ensure students move closer to mastery of standards. There is also an after school program called AOK for students to receive additional support.	Tier 2 and 3 Plan

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Southside Middle School participates in the coordination and integration of federal, state, and local funds. Please see attachment. 2014-2015 Title I budget is attached 2015-2016 Title I budget is attached - notice the reduction in funds for 16-17	Title I Plan Coordination Title I Budget 16-17

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	Yes	Southside Middle School coordinates programs under the schoolwide program. Please see attachments.	Consolidate Programs

SAP PAI Root Cause Analysis

Introduction

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

Statement or Question:Grade(s)

Response:

- 6th Grade
- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Data shows low growth in English/Language Arts scores for students in grades 6-8. A 39.4% pass rate for the 2014-2015 is 15.8% decrease from the previous year's scores. Thus, resulting in low growth for English/Language Arts. When reviewing the STAR Reading data from 14-15, only 34.4% of students increased their reading level by one years' worth of growth from the beginning of the year to the end of the year.

*Data for 15-16 cannot be included due to the current embargo.

Root Cause of PAI

In order to get of an F status, it is our goal to close the achievement gap and students show at least a 1.3 year's worth of growth in their reading level according to STAR Reading. Increasing the performance of our bottom 25% will increase the overall growth and performance of the sub-group. We have revamped and revised the intervention program at Southside this year to model the elementary reading intervention model using learning centers, technology, and small group instruction. along with frequent assessments and mini-lessons.

Root Cause Analysis Priority Area for Improvement #2

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question:Grade(s)

Response:

- 6th Grade
- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Data shows low growth in math scores for students. A 39.2% pass rate for 2014-2015 is a 27% decrease from the previous year's score. When reviewing the STAR math data from 14-15 59.7% of students increased their math proficiency level by one years' worth of growth from the beginning of the year to the end of the year.

*Data from 15-16 cannot be used due to scores being embargoed.

Root Cause of PAI

In order to get of an F status it is our goal to close the achievement gap and students show at least a 1.3 years' worth of growth in their math proficiency level according to STAR math. Increasing the performance of our bottom 25% will increase the overall growth and performance of the sub-group. We have revamped and revised the intervention program at Southside during the 15-16 school year to model the elementary math intervention model using learning centers, technology, and small group instruction; along with frequent assessments and mini-lessons.

Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question:Grade(s)

Response:

- 6th Grade
- 7th grade
- 8th grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Discipline data for the 14-15 school year is as follows: 6,894 referrals, 876 out of school suspensions, and 1,759 days students were suspended from school. (*Please note that not all referrals were entered 1st semester during the 14-15 school year.)

Discipline data for the 15-16 school year is as follows: 5,202 referrals (reduction of 25%), 782 out of school suspensions (reduction of 11%), and 1,267 days students were suspended from school (reduction of 28%).

Root Cause of PAI

At Southside Middle School, there were not specific expectations for classroom management. During the 15-16 school and continuing into the 16-17 school year, clear expectations were provided to teachers and specific classroom plans were aligned throughout the building. Administration follows a progressive discipline chart in order to be consistent in regards to consequences. Thus decreasing referrals and suspensions and increasing instructional time.

Turnaround Principles

Turnaround Principle 1: Effective Leadership - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy2:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Indiana School Improvement Plan

Southside Middle School

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy4:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessment for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Indiana School Improvement Plan

Southside Middle School

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Goal 3:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program Academic Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy2:

SY 2016-2017

Indiana School Improvement Plan

Southside Middle School

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Strategy3:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Strategy4:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Statement or Question: Turnaround Principle 1: Effective Leadership - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 2: Climate and Culture - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy2:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Indiana School Improvement Plan

Southside Middle School

Strategy4:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessment for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Indiana School Improvement Plan

Southside Middle School

Strategy3:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Goal 3:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program Academic Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy2:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Indiana School Improvement Plan

Southside Middle School

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Strategy3:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Strategy4:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Statement or Question: Turnaround Principle 2: Climate and Culture - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 3: Effective Instruction - Strategies

Goal 1:

Indiana School Improvement Plan

Southside Middle School

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessment for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy2:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy3:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy4:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Indiana School Improvement Plan

Southside Middle School

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessment for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Indiana School Improvement Plan

Southside Middle School

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Goal 3:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Academic Support Program Behavioral Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy2:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Indiana School Improvement Plan

Southside Middle School

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Strategy3:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Strategy4:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Statement or Question: Turnaround Principle 3: Effective Instruction - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

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Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy2:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy3:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy4:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

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Southside Middle School

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assesemnt for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervetion students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervetion students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Statement or Question: Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI

Response:

- PAI 1
- PAI 2

Turnaround Principle 5: Effective Staffing - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

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Southside Middle School

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy3:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy4:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessment for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Indiana School Improvement Plan

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Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy2:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy3:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Goal 3:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Indiana School Improvement Plan

Southside Middle School

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Strategy2:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Strategy3:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Academic Support Program Behavioral Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy4:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Statement or Question: Turnaround Principle 5: Effective Staffing - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 6: Effective Use of Data - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Indiana School Improvement Plan

Southside Middle School

Strategy3:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy4:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessemnt for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

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Strategy2:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy3:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Goal 3:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Indiana School Improvement Plan

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Strategy2:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Strategy3:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program Academic Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy4:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Statement or Question: Turnaround Principle 6: Effective Use of Data - PAI

Response:

SY 2016-2017

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- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 7: Effective Use of Time - Strategies

Goal 1:

At Southside Middle School, 35% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Reading assessemnt for the 2016-2017 school year.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade students will increase student growth in the STAR Reading assessment by 1.3 years compared from BOY to EOY in Reading by 05/24/2017 as measured by 35% of intervention students improving their reading level by 1.3 years..

Strategy1:

Technology Programs - Students will work on vocabulary, reading skills, and comprehension utilizing the following programs: Skills Navigator, Successmaker, and Study Island.

Research Cited:

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize Skills Navigator, Successmaker, and Study Island activities for intervention students.	Technology	09/19/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Progress Monitoring - Students STAR Reading progress will be monitored through the completion of student data folders. Teachers are expected to progress monitor red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: STAR Reading assessment improvement based on grade equivalency.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be completed using student data from the STAR Reading Assessment	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy3:

Reading Strategies - Reading strategies will be directly taught to students to improve reading comprehension.

Research Cited:

Evidence of success: 35% improvement on STAR Reading Assessment from BOY to EOY in the 2016-2017 school year.

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Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will teach reading strategies to improve reading comprehension.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Strategy4:

Vocabulary - Vocabulary strategies will be taught to students to improve their overall reading comprehension.

Research Cited: US Dept of Education (2010) A Review of the current research on vocabulary instruction.

Evidence of success: 35% improvement on STAR Reading assessment from BOY to EOY in the 2016-2017 school year.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct instruction in developing new grade appropriate vocabulary.	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Goal 2:

At Southside Middle School, 42% of intervention students will show 1.3 years worth of growth from BOY assessment to EOY STAR Math assessment for the 2016-2017 school year.

Measurable Objective 1:

42% of Sixth, Seventh and Eighth grade students will increase student growth by 1.3 years on the STAR math assessment from BOY to EOY in Mathematics by 05/24/2017 as measured by Intervention students increasing their math level by 1.3 years on the STAR Math assessment from BOY to EOY.

Strategy1:

Technology Programs - Teachers will individualize Skills Navigator, Successmaker, and Study Island for intervention students.

Research Cited:

Evidence of success: 42% of intervention students will increase their STAR Math assessment by 1.3 years worth of growth from BOY to EOY

Activity - Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will individualize activities for students in Skills Navigator, Successmaker, and Study Island to focus on individual student needs.	Technology	09/20/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers and data coaches

Strategy2:

Progress Monitoring - Students will be progress monitoring utilizing the STAR Math assessment in intervention classes. Students will be progress monitored utilizing the following schedule: red students every 4 weeks, yellow students every 6 weeks, and green/blue students every 9 weeks.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR math assessment from BOY to EOY

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor students progress utilizing student progress monitoring folders and student data from the STAR Math assessment.	Academic Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention teachers, data coaches, and administration

Strategy3:

Computation Strategies - Direct instruction of specific computation strategies will be used to increase STAR math scores.

Research Cited:

Evidence of success: 42% of intervention students will show a 1.3 years worth of growth on the STAR Math assessment.

Activity - Computation Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computation strategies will be taught in intervention classrooms to increase math performance	Direct Instruction	08/03/2016	05/24/2017	\$0 - No Funding Required	Intervention Teachers

Statement or Question: Turnaround Principle 7: Effective Use of Time - PAI

Response:

- PAI 1
- PAI 2

Turnaround Principle 8: Family & Community Engagement - Strategies

Goal 1:

At Southside Middle School, student out of school suspensions will decrease by 10% compared to the 2015-2016 to 2016-2017. Decreasing student suspensions will result in an increase in instructional time within the classroom.

Measurable Objective 1:

collaborate to decrease student suspensions by 10% by 05/24/2017 as measured by suspension comparisons from the 2015-2016 to 2016-2017 school year, thus increasing instructional time and academic performance..

Strategy1:

Panther Pause - Panther Pause will be used before a referral for smaller infractions within the classroom. They can be a part of each teachers classroom plan for the 2016-2017 school year.

Research Cited:

Evidence of success: Decrease in suspensions by 10% for the 2016-2017 school year.

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Activity - Panther Pause	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Panther Pause will be used for minor infractions with the classroom	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration, Classroom teacher

Strategy2:

PBIS - Southside Middle School is in year one of full implementation of PBIS. Southside now has school-wide expectations and those expectations are taught at the beginning of the year and reinforced throughout the year. Students can receive Swagger bucks for positive behavior and can shop at the Swagger store every Monday. Students can also be placed on a check-in; check-out program.

Research Cited: Making the case that Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is an evidence-based practice.

Evidence of success: 10% decrease in suspensions for the 2016-2017 school year.

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide PBIS system in place	Behavioral Support Program	08/03/2016	05/24/2017	\$2500 - Other	Administration, Teachers, PBIS Team

Strategy3:

SWAGGER Recovery - Fifteen students in each grade 7 and grade 8 with gpa's below a 2.0 and high referral/suspension counts have been identified to participate in an alternative education program at Southside Middle School. These students are in a small setting away from the general population to work on life skills, small group instruction, and focused instructional time. Through the identification of 30 students, we have been able to decrease the disruptions in the the general education setting.

Research Cited:

Evidence of success: Decrease in overall suspensions for the 2016-2017 school year and increased academic performance for SWAGGER Recovery students

Activity - SWAGGER Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SWAGGER Recovery, alternative education program, for specific students in grades 7 and grades 8.	Behavioral Support Program Academic Support Program	08/03/2016	05/24/2017	\$70000 - Title I Part A	Administration, Alt. Ed Teachers, and counselors

Strategy4:

Classroom Behavior Plan - Each classroom teacher is required to submit a classroom behavior plan for the 2016-2017 school year. The plan must include the classroom rules, positives, consequences, and severe clauses.

Research Cited:

Evidence of success: 10% decrease in suspensions during the 2016-2017 school year

Activity - Classroom Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will submit and implement their classroom plan during the 2016-2017 school year.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Administration and classroom teachers

Statement or Question: Turnaround Principle 8: Family & Community Engagement - PAI

Response:

- PAI 3

SAP Turnaround Principles

Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the “big picture” of their current state, related to key strands, standards and indicators from the School Improvement Framework.

Turnaround Principle 1: School Leadership

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Improvement Necessary- The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community. The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes. The mission and vision are referenced in public forums. The principal and some teachers may be the only ones to align school practices and rituals with the vision. The principal inconsistently uses benchmarks to monitor towards the realization of the vision.	<ul style="list-style-type: none"> •School Improvement Plan (SIP) •School vision & belief statement •Walkthrough observations •School documents, meetings, & artifacts showing vision, core beliefs in action 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Effective- Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community. A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years. Staff is familiar with priorities for improvement and details of the school improvement plan. Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	<ul style="list-style-type: none"> •School vision and mission statements •Evidence of monitoring of action plan goals frequently and continuously •Administrative Walk-through data •School Improvement Plan 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	Effective- The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1]	<ul style="list-style-type: none"> •School Discipline plan •Master & bell schedules •School faculty/student handbook •Teacher observation & evaluation data •Administrative walk-through data – student engagement indicator 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Effective- The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3] The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3] The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. The principal responds when adults display low assumptions about student potential. The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1]	<ul style="list-style-type: none"> •School vision and belief statements •School staff, student, parent handbooks •Posted academic Standards and rubric •Administrative walk-through data •School discipline plan 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Effective- The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.1] All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2] The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3] The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2] The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]	<ul style="list-style-type: none"> •Teacher observation & evaluation data •District curriculum guides •Grade level & content level meeting agendas and minutes •Formative assessments •Administrative Walk-through data •PLC agendas and minutes •Lesson plan format 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Effective- The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3] Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5]	<ul style="list-style-type: none"> •PLC agendas and minutes •Grade & content level meeting agendas and minutes •Data team agenda and minutes •Administrative walk-through data •Common Assessments •Professional development plan 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	Effective- The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2] Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. [6.3]	<ul style="list-style-type: none"> •PLC agendas •Grade & content level meeting agendas and minutes •Common assessment data •Data team agendas and minutes •Teacher observation and evaluation data •Administrative walkthrough data 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	Improvement Necessary- The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1] The master schedule provides time for ELA and Math intervention, though the time allocated does not meet research-based guidelines, and is inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2] There is a basic calendar of teacher collaboration time. [7.3] Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher's community. [7.3]	<ul style="list-style-type: none"> •School Improvement Plan •Lesson plans •PLC agendas •Master schedule •Grade & content level meeting agendas and minutes 	Improvement Necessary

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Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	Effective- The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1] The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1] The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1] The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5] The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2] The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3] The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3] The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently under-performing staff and follows the protocols for removal of ineffective teachers. [5.5]	<ul style="list-style-type: none"> •School Improvement plan •Master schedule •Formal and Informal observations and evaluations •Policy for teacher placement •Data team agenda and minutes •PLC agenda and minutes •Staffing assignment chart 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	Improvement Necessary- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [8.1] The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [8.1] The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	<ul style="list-style-type: none"> •School, staff, parent, student handbooks •School climate surveys •List of family and community engagement activities and attendance •List of outreach programs for families with struggling students. 	Improvement Necessary

Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.	Effective-Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order. There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community. There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms. Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	<ul style="list-style-type: none"> •Student/parent/staff handbooks •Walkthrough observations •Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) •Attendance records •School/district safety plan •Student behavior management plan/code of conduct 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Effective- Academic learning time is protected and prioritized. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies. Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth. Staff is continuously engaged in practices to promote professional growth.	<ul style="list-style-type: none"> •Disaggregated staff and student attendance data •Discipline and behavioral referrals •Administrative walkthrough data •Student and staff handbooks •Professional development plan •PLC agenda and minutes 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Effective-High expectations for staff and students are exhibited and high quality teaching is the norm. Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum. Students and adults receive meaningful feedback and interventions that contribute to continuous improvement. The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	<ul style="list-style-type: none"> •Posted academic standard/rubrics •Posted behavior standards •Informal classroom observations •Administrative walkthrough frequency •School discipline plan •School mission, belief and vision statements •Student/parent handbooks 	Effective

Turnaround Principle 3: Effective Instruction

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Effective- Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objectives are and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	<ul style="list-style-type: none"> •Informal and formal teacher observations •Administrative walkthrough data •Lesson plans •Posted lesson objectives 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Effective- Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	<ul style="list-style-type: none"> •Examples of student work •Lesson plans •Informal and formal teacher observations •Administrative walkthrough data 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Effective- Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective. Instructional strategies and groupings are adapted based on teachers' CFUs as well as other forms of data. Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not. Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	<ul style="list-style-type: none"> •Walkthrough observations •Lesson plans 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Effective- Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards. Teachers approach content from many angles to support all learning styles. Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	<ul style="list-style-type: none"> •Walkthrough observations •Lesson plans •Teacher certifications 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Effective- Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis. Multiple measures of data are present and reviewed in every teacher meeting. Lessons include re-teaching and spiraling based on CFUs and evidence of student learning. Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	<ul style="list-style-type: none">•Common assessments and rubrics•Content/grade level meeting agendas and minutes•Data protocols	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Effective- Academic progress is monitored through discussions of student data with the leadership team. Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	<ul style="list-style-type: none">•Student/parent handbook•Formative and summative assessment data•Administrative walkthrough data•Discipline reports	Effective

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Effective- The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards. The instructional sequence is mapped and calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	<ul style="list-style-type: none"> •District curriculum guides •Walkthrough observations •Lesson plans 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Effective- All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing. Teachers are using curriculum maps with sequences student learning objectives to plan instruction. Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.	<ul style="list-style-type: none"> •Administrative walkthrough data •Lesson plans •Informal and formal teacher observations and evaluations 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels link to the Indiana Academic Standards aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms. Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction. The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.	<ul style="list-style-type: none"> •Common assessment •Professional development plan/agenda •Weekly Collaboration Notes 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Improvement Necessary- Instructional materials and resources aligned to the Indiana Academic Standards are available. Teachers may be using their own materials not aligned to the Indiana Academic Standards. Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards.	<ul style="list-style-type: none">•Lesson plans•District and/or State model curriculum	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Effective- Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.	<ul style="list-style-type: none">•Data protocol and discussion results•Master schedule•Meeting agendas and minutes	Effective

Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Effective- The school leadership engages in school-wide observations and provides feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations. Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement. Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	<ul style="list-style-type: none"> •Teacher development practices •Walkthrough observations 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Improvement Necessary- School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan. During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor. Professional development is high quality, though primarily considered an "event" and not part of an on-going system of structures in the school. All new teachers are provided with a mentor. Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	<ul style="list-style-type: none"> •Professional development plan •Mentee Meeting Agenda 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Improvement Necessary- Classrooms are staffed with teachers with the right content knowledge necessary to achieve student learning outcomes. Staff provided for learning interventions is effective teachers. Staff evaluated below effective is identified and supports are provided through an improvement plan. There is some documentation on consistently underperforming staff.	<ul style="list-style-type: none"> •Staffing assignment chart •Master schedule 	Improvement Necessary

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective- Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. Professional development includes individual, collaborative and shared reflective opportunities.	•Professional development plans	Effective

Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Effective- Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	<ul style="list-style-type: none"> •Artifacts and student progress •Discipline and referral data •Attendance data 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Highly Effective- The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to information decision-making. Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions. The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.	<ul style="list-style-type: none"> •Samples of data presented to staff •Data analysis documentation •Data analysis summaries/reports 	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Effective- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	<ul style="list-style-type: none"> •Data analysis summaries and reports •Data analysis documentation •Samples of data presented to staff •Master schedule 	Effective

Turnaround Principle 7: Effective Use of Time

Indicator	Statement or Question	Response	Evidence	Rating
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Effective- The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students. Students are enrolled in level appropriate classes on the first day of school with few changes required. Instructional time is protected with few interruptions. Transition times are used effectively to maximize learning.	<ul style="list-style-type: none"> •Master schedule 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	Effective- At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas. The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	<ul style="list-style-type: none"> •Samples of individual student schedules •Scheduled intervention time •Master schedule 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Improvement Necessary- Teachers have time scheduled for grade/content level meetings. The master schedule includes opportunities to learn from others outside the teacher's community. The principal creates a basic calendar of teacher collaboration time.	<ul style="list-style-type: none"> •Minutes of teacher meetings •Master schedule 	Improvement Necessary

Turnaround Principle 8: Effective Family and Community Engagement

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	<ul style="list-style-type: none"> •List of family and community engagement activities •Student and parent handbooks 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Effective- Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	<ul style="list-style-type: none"> •Job description of family and community engagement staff •Student and parent handbooks •List of outreach programs for families with struggling students •List of family and community engagement activities and attendance 	Effective

Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.	Yes	Evidence that supports Turnaround Principal #1 - Effective Leadership includes: Learning Log Meeting Agenda, Curriculum Maps, Success plans, master schedule, Teacher failure rates, Assessment data, discipline data, PLC schedule, math and ELA collaboration notes, and new teacher PD	Master Schedule LLM Agenda Failure Rate Mentor Program Guidelines 6 ELA Curr. Map 6 Math Curr. Map 7 Math Curr. Map 8 Math Curr. Map

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.	Yes	Evidence that supports Turnaround Principle 2: Climate and Culture includes: A decrease in the number of discipline referrals written, examples of teacher classroom plans, Teacher of the month awards, decreasing student failure rate, and positive rewards for students through our PBIS initiative.	Discipline data 15-16 Comparison Data - Discipline Teacher of the month

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.	Yes	Turnaround Principle 3: Effective instruction will be supported with evidence that includes ISTEP+ data, NWEA data, Chalkable Data, and STAR Reading and Math data, learning log meeting notes, principal/data coach meeting notes, curriculum maps, student failure rates, and progress monitoring sheets.	7 Math Star Data 7 Rdg Star Data 8 Rdg Star Data 6 Math Star Data 8 Math Star Data 6 NWEA

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.	Yes	Turnaround principle 4: Curriculum, interventions, assessments will be supported with evidence that includes: ISTEP+, NWEA, Chalkable, STAR reading/math, learning log meeting notes, principal/data coach meeting notes, curriculum maps, student failure rates, progress monitoring sheets, master schedule, and grade distribution.	Failure Rate

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Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.	Yes	Turnaround principle 5: Effective Staffing is supported from with evidence and artifacts that include: agendas and meeting notes from professional development including PLC, new teacher mentor programs, and collaboration notes from all departments.	Mentor Pairings Mentor Program Guidelines 8 ELA Collaboration 6 ELA Collaboration

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.	Yes	Turnaround principle 6: Effective Use of data will be supported by evidence and artifacts that include: data room structure, assessments, data wall pictures, learning log meetings, improve student engagement, teacher lesson plans, data coach responsibilities, professional development calendar, principal/data coach notes, faculty meeting agendas, google drive data binder is shared with all staff, and teacher lesson plan log.	Lesson Plan Check Data Coach Responsibilities

Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.	Yes	Turnaround principle 7: Effective use of time will be supported by evidence and artifacts that include: master schedule, teacher data, and student data, intervention class lists with student data, grade distributions, ISTEP+ proficiency results along with growth results, and progress monitoring reports.	Math Student Data Sheet ELA Progress monitoring Math Student Data

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.	Yes	Turnaround principle 8: Family and Community Engagement will be supported by evidence and artifacts that include: discipline referral comparison, parent volunteer reports, newsletters, PD notes, and Title I budget.	Title I Budget August Newsletter October Newsletter

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

In May 2015, Southside Middle School participated in an AdvancED diagnostic review. Below are the findings and the identified five improvement priorities. Below each section are details regarding next steps for improvement.

Indicator 3.3

Develop and evaluate a systemic instructional process that ensures alignment with the district's approved curriculum, standards and school values. Use research-based instructional practices that prompt and support active learning, are responsive to individual student needs and encourage students to demonstrate ownership for their learning. Implement instructional strategies that include building student background knowledge, opportunities for student collaboration, differentiated instruction, frequent checks for understanding, opportunities for re-teaching and the effective integration of technology to support academic achievement.

NEXT STEPS: Each core content teacher is provided with a copy of the curriculum map. Lesson plan checks are completed on a weekly basis to monitor teacher aligned with the curriculum maps. Walk-throughs and observations focus on various instructional strategies and feedback is provided to teachers.

Indicator 3.9

Create and implement a comprehensive positive behavior intervention and support system to proactively address the social, emotional and learning needs of all students. Within this framework, develop, implement and monitor a research-based school-wide formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Coordinate this program to include all adults within the school.

NEXT STEPS: Southside Middle School is in phase II of PBIS training and implementation. A team of teachers along with administrators were trained during the 15-16 school year and we are in year one of full school-wide implementation of PBIS. At the beginning of January 2016, a student mentor program was implemented to include all teachers and students in the Panther Success Program. Every Wednesday students meet with the same teacher for all three years at Southside. At the beginning of the year, students met with their mentor teacher for the first two and a half weeks of school. The goal is to continue to develop this program to meet the individual needs of all students.

Indicator 3.11

Engage personnel in meaningful ongoing professional development by developing a calendar of purposeful professional learning aligned with the school's specific improvement plan in which all staff members are required to participate. The calendar should include but not be limited to mentoring, coaching and induction programs which support instructional improvement consistent with the school's values and beliefs about teaching and learning.

NEXT STEPS: At the beginning of the 16-17 school year, teachers were provided with an opportunity to participate in two days of professional development. A collaborative partnership exists between Southside Middle School and Ball State University to provide professional development to SMS teacher and pre-service teachers from BSU. At this time, stipends are provided to staff through Title I who attend these sessions. English teachers are receiving on-going instructional support from Susan Schmitt on the 6 Traits of Writing.

Teachers in their first and second year at Southside Middle School meet monthly with the administration, along with communicating and
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partnering with their mentor throughout the year.

Indicator 5.2

Develop, consistently implement and support the use of systematic processes to document the collection, analysis and use of data to improve student achievement and school effectiveness including the conditions that support student learning (i.e. the use of comparison or trend data to make instructional decisions, the effective use of technology, the effectiveness of instructional strategies implemented, student behavior data, etc.).

NEXT STEPS: Every teacher has access to the data binder that has been created in google drive. Teachers and administrators have access to student ISTEP+, NWEA, Chalkable, and STAR reading/math scores. Math, English, and special education teachers, along with intervention teachers meet monthly to review data. The two lowest indicators from each grade level are then shared with all teachers to support with their classrooms. The next step is for all teachers to truly support math and ELA curriculum through bell ringers, writing activities, etc.

Indicator 1.2

Cultivate a culture of shared responsibility among leadership and staff and commit to shared values and beliefs about teaching and learning that will ensure students receive an equitable, challenging, engaging, and safe learning experience. Embed these processes into continuous improvement, behavior, instructional, and technology plans.

NEXT STEPS: Teacher leaders provide instructional strategies and professional development to staff throughout the year. In the future, the goal is to increase the number of teacher leaders within the building by identifying teacher strengths. Another step is to get all staff on board with the vision and beliefs of Southside Middle School. Even though we have made tremendous progress in the area of climate and culture, not everyone is fully on board.

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.