



Elko County School District
Southside Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Southside Elementary has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Carrie Gregory for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	585	0.9%	0.3%	61.3%	1.5%	33.6%	0.4%	1.7%	12.14%	35.73%	100%
District	10, 247	5.85%	0.77%	31.39%	.85%	58.5%	.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	41.7%	64.0%	49.0%	43.9%	55.0%	59.2%	NA	11.7	47.1
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27	43.1%
2019	School	41.7%	64.0%	49.0%	43.9%	55.0%	59.2%	NA	11.7	47.1%
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27	43.1%
2020	School	7.5%	NA	NA	24.1%	NA	NA	NA	NA	NA
	District	25.6%	55%	30.5	37.3%	64%	45.6	13.4	NA	NA



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	NA	NA	NA
District			

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Mikel Lopategui	Principal(s)
Carrie Gregory	Other School Leader(s)/Administrator(s)
Pam McIntosh, Monica Stevenson, Alex McQuinn, Jennifer Cooper	Teacher(s)
Lizzet Martinez	Paraprofessional(s)
Melissa Naranjo	Parent(s)
	Student(s)
	Tribes/Tribal Orgs
Payton Christensen, Rachael Craig, Skyler Basanez	Specialized Instructional Support Personnel



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2	August 26,2021 4:00 - 5:30 pm	250	95 % of participants believe Southside is meeting the academic needs of the students. Although 81% of participants (when surveyed) strongly agree or agree Southside is meeting the social emotional needs of students, this is one of the lowest indicator areas. The after school program is viewed as an integral part of the school.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Additional Data Sources: Smarter Balanced Assessment Consortium (SBAC), Measures of Academic Progress (MAP) test, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, Educational Software for Guiding Instruction (ESGI), the Brigance 3 for our Preschool and Kindergarten students, SWISS (School Wide Intervention System and Support), Tiered Fidelity Inventory (PBIS), and the WIDA Model for English Language Learners (ELLS) - Preschool - 4th grade.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Nevada School Performance Framework (NSPF), Smarter Balanced Assessment Consortium (SBAC), Measures of Academic Progress (MAP) test, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, Educational Software for Guiding Instruction (ESGI), the Brigance 3 for our Preschool and Kindergarten students, summative assessments (common between grade levels).	Southside Elementary School Improvement Survey, SWISS (School Wide Intervention System and Support), Tiered Fidelity Inventory (PBIS).	Teacher/Administrator Observation Data, Grade Level PLC Notes, District Adopted Wonders ELA Curriculum
Problem Statement	Fall MAP data shows that many students entering kindergarten at Southside perform significantly below grade level benchmarks. SBAC data tells us that less than half the students in third and fourth grade are proficient in reading and math.		
Critical Root Causes	Fall MAP data shows that many students entering kindergarten at Southside perform significantly below grade level benchmarks. SBAC data tells us that more than half the students in third and fourth grade are not proficient in reading and math. Based on the data, the challenges are not only to support students in meeting expected growth, but to exceed the expected growth in order to “close the gap.” Furthermore, students were out of school for significant periods of time during the last year and a half due to the COVID-19 pandemic. Students were unable to attend after school tutoring or receive targeted interventions during the school day.		



Part B

Student Success	
<p>School Goal: Students will achieve a school-wide average Median Conditional Growth Percentile score of 65 or higher in Reading and Math as measured by the Spring NWEA Measures of Academic Progress (MAP) assessment.</p>	<p>Aligned to Nevada's STIP Goal:</p> <p>Goal 1: All children, birth through third grade, have access to quality early care and education.</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 3: All students experience continued academic growth.</p> <p>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p> <p>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: <i>Hire a teacher to work as an interventionist. The interventionist will plan school wide interventions, analyze multiple sources of assessment data to identify students who are performing below grade level in reading and math. The teacher will facilitate schoolwide progress monitoring to track student progress. The teacher will also work with staff members to implement effective intervention instructional strategies. After school tutoring will continue to provide students with additional academic support in reading and math. Two Contracted Reading Interventionists will be hired and used to provide targeted intervention in Reading for grades K - 4.</i></p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.

Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.

Intended Outcomes:

All students will show larger than average growth on progress monitoring measures as well as increase in MAP scores.

Action Steps:

- *Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated reading, math and intervention block 3) Provide push in support to classroom teachers and students during the day*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Continually review and revise current essential content pacing guides in ELA and Math*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *All students will participate in targeted interventions daily*
- *Utilize two Contracted Reading Interventionist to assist in targeted reading interventions in grades K - 4*
- *Provide after school tutoring to students who have been identified as at risk in reading and math for grades K-4*
- *Utilize System 44 for targeted intervention in grades 3 and 4*
- *Encourage families to be active participants in the academic and social activities of their students*

Resources Needed:

- *Intervention Teacher*
- *DIBELS Amplify*
- *Two Contracted Reading Interventionists*
- *After school tutors and coordinator*
- *System 44*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, remedial reading, RBG3 Literacy Strategist, System 44 Instructor and Instructional aides*
- *CIS liaison*
- *Full time School Counselor*



- *ESGI*
- *Learning A-Z*

Challenges to Tackle:

- *Probable interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*

Improvement Strategy: *All students will participate in forty minutes of targeted reading intervention daily.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.

Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.

Intended Outcomes: All students will show larger than average growth on progress monitoring measures as well as increase in MAP and DIBELS scores.

Action Steps:

- *Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated reading, math and intervention block 3) Provide push in support to classroom teachers and students during the day*
- *Staff to identify actionable feedback and implement shifts in instruction to reflect the priorities of the NVACS*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *Curriculum learning targets must be identified from the NACS.*
- *Learning targets must be made a focus of all instruction.*
- *Learning targets and pacing guides must be continually adjusted and revisited throughout the school year.*
- *Curriculum learning targets must be accurately assessed through common assessments.*
- *Utilize two Contracted Reading Interventionist to assist in targeted reading interventions in grades K - 4*



- *Utilize System 44 for targeted intervention in grades 3 and 4*
- *Continue the implementation of Academic Monitoring Plans (AMP's) and other Read By Grade Three (RBG3) requirements*

Resources Needed:

- *DIBELS Amplify*
- *Two Contracted Reading Interventionists*
- *After school tutors and coordinator*
- *System 44*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, remedial reading, RBG3 Literacy Strategist, System 44 Instructor and Instructional aides*
- *CIS liaison*
- *Full time School Counselor*
- *ESGI*
- *Learning A-Z*
- *Literacy Assistant*
- *Intervention Teacher*

Challenges to Tackle:

- *Probable interruptions to in person instruction due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- *All students will participate in targeted interventions daily.*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders.*
- *Early identification of English Language Learners*
- *ELL push in support for students in their classroom*
- *Student academic progress will be tracked using a regular progress monitoring process supported by summative assessments. Strategies will be developed which will ensure that students are receiving maximum instructional benefits.*
- *Language support for students and families (ex. All communications with families will be in the child's native language)*



Foster/Homeless:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Free and Reduced Lunch:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Migrant:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms.*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Racial/Ethnic Minorities:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students are at risk for falling behind in school*
- *Push in support for students in their classrooms.*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative*



assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.

Students with IEPs:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students are at risk for falling behind in school*
- *Push in support for students in their classrooms.*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits and individualized goals.*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	NEPF (Nevada Educator Performance, Framework), Grade level PLC notes, Grade Level Pacing Guides, Examples of reading and math lessons, Examples of created common assessments, MAP scores, Bi-weekly DIBELS progress monitoring and benchmarking, Professional Development provided by RBG3 Literacy Strategist	NEPF (Nevada Educator Performance Framework), Participation in District Professional Development (NEPF, RBG3)	<i>Common Prep/Planning times for all grade levels, Designated forty minute blocks of targeted intervention, Intervention Push - In support After school tutoring, Literacy support Two Contract reading interventionists, System 44, RBG3 Literacy Strategist, Mentor Teacher</i>



Problem Statement	Assessment and survey data identify that students are significantly below typical data trends at Southside. There is a significant need for targeted intervention, RTI, and staff professional development specifically in targeted intervention instructional strategies.
Critical Root Causes	Students have experienced 1 ½ years of the COVID pandemic and are missing essential foundational skills which have put them significantly behind grade level. All staff need professional development specifically geared towards providing targeted intervention to students in reading and math. In addition to professional development in reading and math, all staff need professional development in how to best utilize assessment data to support students' academic growth. Students were unable to participate in after school tutoring or intervention the previous year due to the COVID pandemic.

Part B

Adult Learning Culture	
School Goal: A school wide intervention program will be established (following an RTI model). Through support and professional development provided by the interventionist and the RBG3 Literacy Strategist, the number of students on AMP plans will decrease by 25% at the completion of the mid-year MAPS assessment.	STIP Connection: Goal 1: All children, birth through third grade, have access to quality early care and education. Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth. Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance



with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy: Hire a teacher to work as an interventionist. The interventionist will plan school wide interventions, analyze multiple sources of assessment data to identify students who are performing below grade level in reading and math.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.

Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.

Intended Outcomes: An effective intervention program will be established. At risk students in ELA and Math will be quickly identified.

Appropriate targeted interventions will be established for all students in grades K - 4. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.

Action Steps:

- Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated reading, math and intervention block 3) Provide push in support to all classroom teachers and students during the day
- The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders
- Provide teachers with instruction to disseminate MAP data to guide instruction
- Address student needs and instructional practices based on Response to Intervention
- Continue the implementation of Academic Monitoring Plans (AMP's) and other Read By Grade Three (RBG3) requirements
- The RBG3 Literacy Strategist will provide professional development for teachers (in Literacy and in the area of maintaining AMPs)
- Develop, monitor, and track AMP plans as required by RBG3
- Maintain communication with parents of students who are placed on AMP plans



Resources Needed:

- *DIBELS Amplify*
- *Two Contracted Reading Interventionist*
- *After school tutors and coordinator*
- *System 44*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, remedial reading, RBG3 Literacy Strategist, System 44 Instructor and Instructional aides*
- *CIS liaison*
- *Full time School Counselor*
- *ESGI*
- *Learning A-Z*
- *Literacy Assistant*
- *Intervention Teacher*

Challenges to Tackle:

- *Probable interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student absences due to the COVID pandemic*
- *Limited time to provide school wide in person professional development for teachers*
- *Adhering to State Mandates with appropriate spacing of students*
- *Limited time to provide school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*

Improvement Strategy: *The teacher hired to work as the interventionist will facilitate schoolwide progress monitoring to track student progress. The teacher will also work with staff members, including the school counselor, support staff, Read By Grade Three Literacy Strategist, and Communities in Schools to implement effective intervention instructional strategies. The teacher will organize scheduling to ensure all classroom teachers have a push in person during their intervention time. The teacher will ensure that intervention is strategically focused on the data, and specific to the needs of the students. The teacher will be able to help classroom teachers in designing plans to effectively engage students and facilitate learning in order to make significant growth throughout the year.*



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.

Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.

Intended Outcomes: *An effective intervention program will be established. At risk students in ELA and Math will be quickly identified.*

Appropriate targeted interventions will be established for all students in grades K - 4. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.

Action Steps:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *Provide professional development and training to teachers in how to develop and maintain AMP plans as required by RBG3*

Resources Needed:

- *DIBELS Amplify*
- *Two Contracted Reading Interventionists*
- *After school tutors and coordinator*
- *System 44*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, remedial reading, RBG3 Literacy Strategist, System 44 Instructor and Instructional aides*
- *CIS liaison*
- *ESGI*
- *Learning A-Z*
- *Literacy Assistant*
- *Intervention Teacher*

Challenges to Tackle:

- *Probable interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*



- *Limited time to provide in person school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of English Language Learners*
- *ELL push in support for students in their classroom*
- *Progress monitoring of students' academic progress*
- *Language support for students in the classroom*
- *Regular communication of school information including communication in the family's home language*
- *All students will participate in targeted interventions daily*

Foster/Homeless:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*

Free and Reduced Lunch:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*

Migrant:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*

Racial/Ethnic Minorities:



- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students are are at risk for falling behind in school*
- *Push in support for students in their classrooms.*
- *Student and Family support through Communities in Schools*

Students with IEPs:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Early identification of students are are at risk for falling behind in school*
- *Push in support for students in their classrooms.*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits and individualized goals.*



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Southside School Improvement Survey, Tiered Fidelity Inventory (PBIS schoolwide implementation assessment)</i>	<i>Southside School Improvement Survey, Tiered Fidelity Inventory (PBIS schoolwide implementation assessment)</i>	<i>Southside School Improvement Survey, Tiered Fidelity Inventory (PBIS schoolwide implementation assessment)</i>
Problem Statement	19% of shareholders who took the Southside School Improvement Survey expressed concerns about meeting the social and emotional needs of students.		
Critical Root Causes	Students have experienced 1 ½ years of the COVID pandemic and are missing essential foundational skills which have put them significantly behind grade level. Southside is in year four of PBIS implementation, however due to the COVID pandemic year 3 focussed on self-care. During the 2020-2021 academic year students participated in distance learning, hybrid learning, and regular in person instruction. Additional staff training is needed to continue implementation of Tier 3 PBIS and to identify those students who are in need of Tier 3 social and emotional support.		



Part B

Connectedness	
<p>School Goal: <i>In Spring 2021 Southside received a score of 73 on the School Wide Evaluation Tool (SET), measuring PBIS fidelity of implementation. In Spring 2022 Southside will receive a score of 80 based on the School wide Evaluation Tool (SET).</i></p>	<p>STIP Connection:</p> <p><i>Goal 1: All children, birth through third grade, have access to quality early care and education.</i></p> <p><i>Goal 2: All students have access to effective educators.</i></p> <p><i>Goal 3: All students experience continued academic growth</i></p> <p><i>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</i></p> <p><i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>A schoolwide acknowledgement system will be implemented with fidelity, school-wide behavioral expectations will be reviewed regularly, and staff will receive support to fully implement PBIS procedures and expectations.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.</i> <i>Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.</i></p>	



Intended Outcomes: *Southside will receive a score of 80 on the Tiered Fidelity Inventory. A clear system for identifying students who are in need of Tier 3 interventions (academic and social/emotional) will be established along with specific interventions.*

Action Steps:

- *School will provide all staff with professional learning opportunities related to positive behavior support.*
- *A schoolwide acknowledgement system will be implemented.*
- *Students and staff will be instructed on how to utilize “wolf tickets” in recognition of following school -wide expectations.*
- *School wide expectations will be reviewed on a weekly basis*
- *A social/emotional support system is in place to provide early interventions for students at risk*
- *Results Learning Center will provide professional online development in trauma informed practices and multi-tiered systems of support for all staff.*

Resources Needed:

- *PBIS Intervention Strategist*
- *PBIS trainer*
- *SWIS program (to track and monitor student behavior and referrals)*
- *CIS Liason*
- *Time devoted for PBIS implementation and PBIS Committee meetings to address interventions, procedures, and planning*
- *Professional Development and training for Staff*
- *Acknowledgement System for students and staff*

Challenges to Tackle:

- *Probable interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide in person school wide professional development for teachers*
- *Staff buy in*
- *Lack of substitute teachers*

Improvement Strategy: *At risk students will be identified to receive social emotional and behavioral support. Staff will be trained and implement trauma informed practices to facilitate the SEL development for all students and provide early interventions for students needing assistance.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.



Communities in Schools is widely used to support students and families in the school with academics through targeted interventions, social/emotional, and basic needs. ESSA recommends this as a level 4.

Intended Outcomes: *Students will be able to perform self management strategies and no longer require adult assistance to manage at risk behaviors.*

Action Steps:

- *Early identification of students who are at risk and needing social/emotional support*
- *Examine SWISS data and office referrals to help identify at risk students*
- *The PBIS Tier 3 team will meet on a regular schedule to create targeted interventions and behavior plans to target students' specific needs.*
- *Continuous monitoring and follow through on student progress.*

Resources Needed:

- *PBIS site coordinator*
- *PBIS trainer*
- *SWIS program (to track and monitor student behavior and referrals)*
- *CIS Liason*
- *Time devoted for PBIS Tier 3 and PBIS Committee meetings to address interventions, procedures, and planning*
- *Professional Development and training for Staff*
- *Acknowledgement System for students and staff*
- *Full time School Counselor*

Challenges to Tackle:

- *Probably interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide school wide professional development for teachers*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- *Early identification of English Language Learners (Proactive approach)*
- *ELL push in support for students in their classroom (Tier 2 Interventions)*



- *Progress monitoring of students' academic progress and social emotional needs*
- *Language support for students in the classroom*
- *Regular communication of school information including communication in the family's home language*
- *Student and Family support through Communities in Schools, support staff, and PBIS team*

Foster/Homeless:

- *Early Identification of at-risk students to provide proactive supports*
- *Student and Family support through Communities in Schools, support staff, and PBIS team*
- *Progress monitoring of students' academic progress and social emotional needs*

Free and Reduced Lunch:

- *Student and Family support through Communities in Schools, support staff, and PBIS team*
- *Progress monitoring of students' academic progress and social emotional needs*

Migrant:

- *Student and Family support through Communities in Schools, support staff, and PBIS team*
- *Progress monitoring of students' academic progress and social emotional needs*

Racial/Ethnic Minorities:

- *Student and Family support through Communities in Schools, support staff, and PBIS team*
- *Progress monitoring of students' academic progress and social emotional needs*

Students with IEPs:

- *Student and Family support through Communities in Schools, support staff, and PBIS team*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits and individualized goals.*
- *Progress monitoring of students' academic progress and social emotional needs*



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	\$420,375.00	Title I funds are used for Preschool through 4th grade literacy and math instruction. The funds support an Intervention and Remediation Strategist and support staff who provide targeted intervention for all students in reading and math. In addition, it funds contracted reading interventionists and a stipend for a site dyslexia facilitator. The funds are also used for literacy supplies including fiction and nonfiction leveled readers to support literacy instruction. Several web-based curriculum programs are purchased with the funds to specifically meet the action steps needed to achieve the school's three Inquiry Area and	Inquiry Areas 1, 2, and 3 along with subsequent goals.



		<p>subsequent goals. Interactive panels are purchased to aid classroom instruction. A Community In Schools (CIS) liaison is partially funded with Title I funds to assist in school family engagement events and school-wide social and intervention programs. A PBIS Title I Intervention Strategist position was created to provide mentoring support to new/struggling teachers and to assist administration in creating a school wide Positive Behavior Intervention System (PBIS) at the school.</p>	
21st Century	\$159,665.00	<p>The 21st Century Grant funds are used for Kindergarten - 4th grade students to provide an after-school tutoring and enrichment program for students. This funding provides an intervention program to increase student proficiencies in math and language arts as measured by both common assessments and summative assessments. A Community In Schools (CIS) liaison is partially funded with 21st Century funds to assist in school family engagement events and school-wide social programs.</p>	<p>Inquiry Areas 1, 2, and 3 along with subsequent goals.</p>



Zoom	\$270,733.00	<p>Zoom funding supports a portion of the ELL, Pre-k and reading intervention programs at Southside. The grant is used to fund two ELL instructional aides and two reading intervention aides along with a Read By Grade 3 Reading Strategist stipend. It maintains the subscription to the System 44 licenses purchased with past funding. System 44 is a research-based intervention reading program used to help struggling readers master foundational reading skills. This is especially important for the school's high number of ELL students. curriculum and other interventions. Furthermore, the grant funds two Pre-k assistants and instructional supplies.</p>	<p>Inquiry Areas 1, 2, and 3 along with subsequent goals.</p>
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