

# Southwestern Elementary School

## Schoolwide Improvement & Title I Plan 2022-2025

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# **Section 1: Introduction**

## **Title I Schoolwide Plan Committee Members**

<b>Name</b>	<b>Position/Role</b>
Ms. Ashley Fivecoat	Title I Director/ Curriculum Coordinator/ Testing Coordinator
Mrs. Rachael Barlow	5th & 6th Grade Math Teacher
Mrs. Amber Fiesbeck	3rd Grade Language Arts Teacher/ Parent
Mrs. Madi Thomas	3rd Grade Math Teacher/ Parent
Ms. Annie Prosser	1st Grade Teacher
Mr. Caleb Tennell	5th Grade Language Arts Teacher
Ms. Ashley Donovan	6th Grade Language Arts Teacher/ Parent
Mrs. Beth Hoeing	Elementary Principal
Mr. Collin Rigney	Elementary Assistant Principal

## **Southwestern Elementary Mission Statement**

Southwestern Elementary School's mission is to encourage, challenge, explore, and strive for excellence. Southwestern Elementary's mission is to educate all students to high levels of personal academic growth and performance by making data-driven decisions and aligning curriculum and instructional practices to state and national standards. The entire staff will collaborate to provide a comprehensive support system to assure professional and academic accountability.

## **Introduction and School Information**

Southwestern Elementary School (SWE) is located within the *Southwestern Consolidated School District of Shelby County* which is located in Shelbyville, Indiana. SWE is an elementary school that serves preschool through sixth grade. Our

Kindergarten is a full-day program. High ability students are served primarily through cluster grouping and academic acceleration. We serve a student population of approximately 300.

### **Core Values of SWE**

- **Safe and Positive Learning Environment-** We believe a safe school environment will increase student engagement and learning.
- **Data and Research Driven Decision Making-** Decisions are made based on data and research-based evidence.
  - **High Expectations-** We are committed to helping all children reach their full potential.
- **Collaboration-** All members of the Southwestern community are partners in sharing the responsibility and accountability in learning.
  - **Attendance-** Daily attendance is expected on school days.

### **Vision of the Future**

Southwestern Elementary School will support student learning and growth through data-driven, rigorous instruction.

Indiana Four Star Schools are those public schools who meet AYP (Adequate Yearly Progress) under ESSA (Every Student Succeeds Act) and achieve the following categories:

- Top 25% Passing both English/LA and Math on ILEARN
- Top 25% Language Proficiency on ILEARN for each grade tested
- Top 25% Math Proficiency on ILEARN for each grade tested

### **Component #1: Comprehensive Needs Assessment (CNA)**

Southwestern Elementary has used the Title I Schoolwide process to update our school improvement plan and to meet the requirements for the Title I Schoolwide Plan. A study of school data took place during the first semester of the 2021-2022 school year. The second semester was spent writing a plan that would address the needs of the students at Southwestern Elementary with strategies that have proven to be effective at all grade levels. The school improvement plan has served as a guide to engage our school community in the process of continuous improvement. We have used this guide to demonstrate a strategic plan on initiatives that we believe will be helpful in meeting the expectations and accountability of local, state, and federal requirements.

The Southwestern Elementary planning team collected data using the data guides provided by the Indiana Department of Education. One key component of determining student needs was a survey to parents. In May 2022, a survey was sent to parents of students who currently receive Title I services. The link was sent home on paper and was emailed to parents. The following were the questions asked of the parents of current Title I students:

1. On a scale of 1-10, how would you rate your satisfaction with the Title I materials (math manipulatives or books) that were sent home monthly with your child?
2. On a scale of 1-10, how would you rate your satisfaction with the Title I resources (worksheets, activities, calendars) that were sent home monthly with your child?
3. On a scale of 1-5, how often would you use the given materials with your child at home?
4. On a scale of 1-5, how much did your child enjoy the materials that were sent home?
5. On a scale of 1-5, how much do you feel that the Title I materials were helpful to your student's education?
6. What can the Title I Program do better next year?

Survey results show that parents were satisfied with the resources and materials sent home with students this year. Comments on the survey also show that parents believe their child would benefit from more hands-on learning with a Title I Teacher or Paraprofessional in the classroom. As a schoolwide Title I school, Southwestern will be able to provide more in-class and intervention support for students who receive these services.

A comprehensive needs assessment was conducted and analyzed to determine strengths and weaknesses in all aspects of our school. We also reviewed our current assessments which include ILEARN (3-6), IREAD-3 (3), NWEA (K-2), ClearSight (2-6), STAR (K-6), as well as our adopted curriculum assessments and various teacher created assessments.

After analyzing this data, the specific area where improvement is needed immediately is improving academic test scores on the state assessment (ILEARN). While our passing percentages remain consistently above the state average, Southwestern Elementary would like to increase our percentage of students who achieve proficiency as measured by the ILEARN assessment. The following data reflects Southwestern Elementary's percentage of students who were identified as "proficient" on the ILEARN assessment from 2018 to 2021.

**ILEARN Performance Data by Grade Level and Subject Area**

**English/Language Arts ILEARN 2022**

Grade	Number of Students Tested	Percent Proficient
Grade 3	47	40.4%
Grade 4	43	53.5%
Grade 5	35	34.3%
Grade 6	60	31.7%

**Mathematics ILEARN 2022**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	47	55.3%
<b>Grade 4</b>	43	47.6%
<b>Grade 5</b>	35	11.4%
<b>Grade 6</b>	60	43.3%

**English/Language Arts ILEARN 2021**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	43	44%
<b>Grade 4</b>	34	56%
<b>Grade 5</b>	56	41%
<b>Grade 6</b>	34	47%

**Mathematics ILEARN 2021**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	43	60%
<b>Grade 4</b>	34	24%
<b>Grade 5</b>	56	50%
<b>Grade 6</b>	34	50%

**English/Language Arts ILEARN 2019**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	50	64%
<b>Grade 4</b>	36	47%
<b>Grade 5</b>	52	65%
<b>Grade 6</b>	42	55%

**Math ILEARN 2019**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	50	80%
<b>Grade 4</b>	36	53%
<b>Grade 5</b>	52	52%
<b>Grade 6</b>	42	52%

**English/Language Arts ILEARN 2018**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	36	55%
<b>Grade 4</b>	45	85%
<b>Grade 5</b>	41	62%
<b>Grade 6</b>	39	64%



### **Math ILEARN 2018**

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percent Proficient</b>
<b>Grade 3</b>	36	78%
<b>Grade 4</b>	45	63%
<b>Grade 5</b>	41	74%
<b>Grade 6</b>	39	55%

## **Section 2: Data Analysis**

### **Free and Reduced Lunch Status**

For the 2021-2022 school year, Southwestern Elementary had approximately forty (40%) of students qualify for free or reduced lunch rates.

### **Ethnicity and Cultural Competence**

Southwestern Elementary respects others' cultures and differences. The dominant group within Southwestern Elementary School is approximately ninety-four (94%) Caucasian. Four (4%) of students are Hispanic, one (1%) are Multiracial, and one (1%) are Asian. While other ethnic groups are not represented in these statistics, there is more diversity in our economic groups.

Approximately forty percent (40%) of our students qualify for free/reduced lunch, and approximately sixty percent (60%) pay for their lunch. The forty percent of students qualifying for free/reduced lunch represents approximately one hundred thirteen (113) students. This is a significant number of our students. Our largest subgroup is free and reduced lunch. Therefore, we believe in educating ourselves to understand the unique cultural traits of students and parents in this particular group to reduce the disparity and achievement gap.

## ILEARN Data and Trends

English/Language Arts ISTEP+/ILEARN Results				
Year	State Avg/3rd Grade	State Avg/4th Grade	State Avg/5th Grade	State Avg/6th Grade
2012-2013	85%/83%	84%/84%	79%/74%	78%/81%
2013-2014	83.6%/77.3%	86.5%/100%	81.5%/88.4%	78.7%/85.0%
2014-2015	73.2%/81.0%	70.4%/77.8%	65.2%/88.4%	65.8%/84.8%
2015-2016	69.0%/80.6%	68.2%/79.1%	63.4%/78.6%	66.3%/92.7%
2016-2017	69.4%/86.5%	65.9%/84.6%	62.4%/68.8%	66.5%/84.4%
2017-2018	67.4%/55.6%	63.8%/84.8%	60.4%/61.5%	65.2%/65.9%
2018-2019	46%/66.7%	45%/47.1%	47%/70.8%	47%/56.1%
2020-2021	38.7%/44%	39.6%/56%	39.5%/41%	39.9%/47%
2021-2022	40.7%/40.4%	41.4%/53.5%	41.0%/34.3%	39.0%/31.7%

### Math ISTEP+/ILEARN Results

Year	State Avg/3rd Grade	State Avg/4th Grade	State Avg/5th Grade	State Avg/6th Grade
2012-2013	80%/80%	84%/71%	87%/86%	84%/88%
2013-2014	80.8%/82.2%	83%/97.4%	89.3%/86%	85.8%/95%
2014-2015	62.6%/88.1%	65.2%/68.9%	68.4%/95.3%	61.9%/71.7%
2015-2016	60.1%/83.3%	62.4%/65.1%	65.6%/85.7%	59.8%/82.9%
2016-2017	57.8%/73.0%	61.9%/82.1%	65.8%/71.8%	59.6%/71.1%
2017-2018	59.3%/77.8%	60.9%/63.0%	65.6%/74.4%	57.9%/54.8%
2018-2019	58%/81.3%	45%/52.9%	47%/56.3%	46%/53.7%
2020-2021	48.7%/60%	43.7%/24%	38.6%/50%	33%/50%
2021-2022	51.9%/55.3%	47.5%/47.6%	40.8%/11.4%	35.5%/43.4%

While analyzing the ISTEP+/ILEARN data, a trend can be identified by test scores dropping in percentage of students testing at a proficient level. Data was not collected for the 2019-2020 school year due to COVID-19. This global pandemic may also have an impact on the 2020-2021 ILEARN data, as some students participated in virtual learning while others participated in the traditional classroom setting. Overall, Southwestern Elementary's ISTEP+/ILEARN scores are consistently above the state average in both English/Language Arts and Math. One goal moving forward is for Southwestern Elementary to improve scores for grades 3-6 on both English/Language Arts and Math ILEARN assessments. This goal will be obtained through more intensive depth of knowledge (DOK) questions in the classrooms, more Tier 2 and Tier 3 intervention programs, and more standard aligned curriculum being used in classrooms.

## **Component #2- Implementation of Schoolwide Reform Strategies**

Southwestern Elementary utilizes a 90-minute Reading block and a 90-minute Math block in all grade levels K-6.

All teachers utilize and post the Indiana State Academic Standards that are being taught each week in the classroom. Administrators conduct classroom observations of varying lengths of time to evaluate teacher performance and student participation in classroom lessons.

All grade levels are required to utilize a daily RTI (Responding to Intervention) 45-minute block to administer Tier 2 and Tier 3 academic interventions to students. Students work in small groups on various interventions with teacher and paraprofessional support including Fast ForWord and Orton Gillingham.

Southwestern Elementary also meets with parents to hold GEI meetings. The GEI (General Education Intervention) committee meets with parents to discuss academic or behavioral concerns with students and how to address or correct these concerns to benefit the child. The team sets a goal for the student and reassesses students' progress toward this goal. This maintains an open line of communication between parents and teachers to ensure we are all working together to best help the child succeed.

All grade levels also use the Second Steps social-emotional learning program to meet the social and emotional needs of all students. Each week teachers lead a lesson of either SEL (social-emotional learning), Bullying prevention, or Child Protection.

The SEL lessons address feelings and emotions that students may experience and how to appropriately deal with those feelings. The Bullying Prevention lessons address how to identify bullying, how to report bullying, and how to prevent bullying in the Southwestern Elementary School community. The Child Protection lessons address challenging and unsafe situations that can happen in a child's life and how to report and refuse those unsafe situations. Information is shared with parents after each lesson to encourage family conversations at home and to keep an open line of communication between parents and teachers about student social-emotional health.

# Section 3: Goals

## Goal Action Plan #1

<b>Goal 1:</b> By Spring 2023, 70% of students in grade K-2 will meet their NWEA growth goals in Reading as determined by Fall 2022 NWEA testing.	
<p style="text-align: center;"><b>Intervention #1:</b></p> <p>Teachers will teach and assess reading comprehension in the classroom using various strategies.</p>	<p style="text-align: center;"><b>Research/Best Practice for Intervention:</b></p> <ul style="list-style-type: none"> <li>• Small group and whole group instruction</li> <li>• 90 minute Reading block</li> </ul>
<b>Strategies for Implementation:</b>	
<ol style="list-style-type: none"> <li>1. During the 90 minute Reading block, teachers will teach, review, and practice comprehension and decoding strategies on a daily basis. Differentiated instruction and differentiated assessments will also be utilized to successfully reach each student at his/her ability level. Teachers will utilize the Indiana Academic Standards from the IDOE website and Southwestern Elementary’s curriculum maps to target areas of comprehension in the classroom.</li> <li>2. During the 45 minute RtI (Responding to Intervention) time, students will utilize Tier 2 interventions in the forms of small group reinforcement lessons of specific skills and the web program Fast ForWord.</li> <li>3. Teachers will use a variety of fiction and non-fiction texts to teach skills focusing on the strategies of reading comprehension and fluency.</li> <li>4. Teachers in grades K-2 will meet with their co-teacher weekly to discuss strategies and plans. Grade level teams will meet monthly with the grade above or below to discuss vertical alignment of academic vocabulary and strategies to reinforce comprehension skills.</li> <li>5. Special Education teachers will work with grade level teams to reteach lessons and skills with identified students.</li> </ol>	
<p style="text-align: center;"><b>Start Date:</b></p> <p style="text-align: center;">August 2022</p>	<p style="text-align: center;"><b>End Date:</b></p> <p style="text-align: center;">May 2023</p>

<p align="center"><b>Person(s) Responsible:</b></p> <p>Building Principal, K-2 teachers, Special Education teachers, paraprofessionals, curriculum coordinator</p>	<p align="center"><b>Resources:</b></p> <p>Indiana State Academic Standards, Southwestern Elementary curriculum maps, Reading Wonders series, IXL: ELA, Fast ForWord, Orton Gillingham Dyslexia Interventions, IDOE website, teacher created resources, various websites and apps</p>
<p align="center"><b>Intervention #2:</b></p> <p>Teachers will progress monitor students, collect data, and analyze data with grade-level team to identify and address areas of weakness.</p>	<p align="center"><b>Research/Best Practice for Intervention:</b></p> <ul style="list-style-type: none"> <li>● NWEA benchmark assessments</li> <li>● Frequent progress monitoring</li> </ul>
<p align="center"><b>Strategies for Implementation:</b></p>	
<ol style="list-style-type: none"> <li>1. Teachers will use the fiction and non-fiction texts in the Reading Wonders series to progress monitor student fluency and comprehension. Teachers will use the reading series assessments and keep a document of student scores on assessments.</li> <li>2. Teachers will meet with grade level teams to discuss overall strengths and weaknesses. Teams will collaborate and determine the best way to effectively improve areas of weakness.</li> <li>3. Teachers will administer the NWEA assessment to students at least 3 times per year and collect data from student scores.</li> <li>4. Teachers will use data collected to drive instruction in the classroom and during Rtl.</li> </ol>	
<p align="center"><b>Start Date:</b></p> <p align="center">August 2022</p>	<p align="center"><b>End Date:</b></p> <p align="center">May 2023</p>
<p align="center"><b>Person(s) Responsible:</b></p> <p>Building Principal, K-3 teachers, Special Education teachers, paraprofessionals, Curriculum Coordinator</p>	<p align="center"><b>Resources:</b></p> <p>Indiana State Academic Standards, Southwestern Elementary curriculum maps, Reading Wonders series, IXL: ELA, Fast ForWord, Orton Gillingham Dyslexia Intervention, IDOE website, teacher created resources, various websites and apps, NWEA benchmark assessments</p>

## Goal Action Plan #2

**Goal 2:** By Spring 2023, students in grades 1-6 will show improved writing organization and structure on in-class writing assignments as evidenced by a schoolwide writing rubric and collected writing grades. Student scores on in-class writing assignments will collectively average 60% or higher for each grade level when assessed using the schoolwide writing rubric.

**Intervention #1:**

Teachers will collaborate to create school-wide writing rubrics for various genres of writing (including, but not limited to: expository/research, realistic fiction, biographies, fairy tales, and narratives) and establish grade-level expectations for each genre. Teachers will create a writing rubric aligned to state standards and will implement this rubric in all writing classes grade 1-6 to assess the organization and structure of students' writing on classroom writing assignments. This data will be collected in a Google Sheet to allow grade level teams to compare areas of strength and weakness.

**Research/Best Practice for Intervention:**

- School-wide rubrics for various genres of writing
- Collaboration between grade level teachers

**Strategies for Implementation:**

1. Teachers will meet and discuss genres of writing that are created and assessed in each grade level.
2. Teachers will collaborate to determine expectations for each grade level on each genre of writing.
3. The Curriculum Coordinator will create writing rubrics for each grade level based on these discussions.

**Start Date:**

August 2022

**End Date:**

Rubrics will be created by August 2023

**Person(s) Responsible:**

1-6 Teachers, Curriculum Coordinator, Special Education teachers

**Resources:**

Indiana State Academic Standards, Reading Wonders series, IDOE website, ILEARN released items repository, websites and apps

<p style="text-align: center;"><b>Intervention #2:</b></p> <p>Teachers will have compared grade level data and determined common areas of strengths and weaknesses. Teachers will have then used that data to implement new strategies for teaching writing organization.</p>	<p style="text-align: center;"><b>Research/Best Practice for Intervention:</b></p> <ul style="list-style-type: none"> <li>● School-wide rubric grading scales</li> <li>● Writing expectations aligned with state assessments</li> </ul>
<p><b>Strategies for Implementation:</b></p>	
<ol style="list-style-type: none"> <li>1. Curriculum Coordinator will go over created rubrics with each grade-level team and discuss expectations for implementation.</li> <li>2. Classroom teachers will go over writing expectations with students and begin assessing student writing based on these criteria.</li> <li>3. Teachers will meet with the Curriculum Coordinator quarterly to discuss student writing progress towards state standards and ILEARN expectations.</li> </ol>	
<p style="text-align: center;"><b>Start Date:</b></p> <p style="text-align: center;">August 2023</p>	<p style="text-align: center;"><b>End Date:</b></p> <p style="text-align: center;">Rubrics will be implemented in all grades 1-6 classrooms by May 2023</p>
<p style="text-align: center;"><b>Person(s) Responsible:</b></p> <p>1-6 Teachers, Curriculum Coordinator, Special Education teachers</p>	<p style="text-align: center;"><b>Resources:</b></p> <p>Indiana State Academic Standards, Reading Wonders series, IDOE website, ILEARN released items repository, websites and apps, SWE created writing rubrics</p>



## Goal Action Plan #3

**Goal 3:** By Spring 2023, students in grades 3-6 will have a combined average of 40% of students scoring either At Proficiency or Above Proficiency as measured by the ILEARN Math assessment.

<p style="text-align: center;"><b>Intervention #1:</b></p> <p>Teachers will provide students with daily opportunities to practice math basic facts (addition, subtraction, multiplication, division) and will teach multiple strategies or methods of solving equations.</p>	<p style="text-align: center;"><b>Research/Best Practice for Intervention:</b></p> <ul style="list-style-type: none"> <li>● Fact practice</li> <li>● Multiple strategies</li> <li>● 90 minute Math block</li> </ul>
<p><b>Strategies for Implementation:</b></p>	
<ol style="list-style-type: none"> <li>1. Teachers will use a portion of their daily 90-minute Math block to teach, practice, and apply fact practice for grade-level appropriate skills (addition, subtraction, multiplication, or division).</li> <li>2. During the 45 minute RTI time, teachers will reteach skills with students who need additional fact practice or reinforcement of math strategies.</li> <li>3. Special Education teachers will incorporate Math goals into small group lessons to reinforce these skills.</li> <li>4. Paraprofessionals will use small group times to reinforce skills and encourage fact practice.</li> </ol>	
<p><b>Start Date:</b></p> <p>August 2022</p>	<p><b>End Date:</b></p> <p>May 2023</p>
<p style="text-align: center;"><b>Person(s) Responsible:</b></p> <p>3-6 teachers, Special Education teachers, paraprofessionals</p>	<p style="text-align: center;"><b>Resources:</b></p> <p>Indiana State Academic Standards, Southwestern Elementary curriculum maps, Envision math curriculum and supports, Math Facts in a Flash, IXL: Math, IDOE website, ILEARN released items repository, teacher created assignments and assessments</p>

<p style="text-align: center;"><b>Intervention #2:</b></p> <p>Teachers will present instruction and provide practice materials similar to released ILEARN samples and of various depth of knowledge levels.</p>	<p style="text-align: center;"><b>Research/Best Practice for Intervention:</b></p> <ul style="list-style-type: none"> <li>● Envision math curriculum</li> <li>● 90 minute Math block</li> </ul>
<p style="text-align: center;"><b>Strategies for Implementation:</b></p>	
<ol style="list-style-type: none"> <li>1. Teachers will model and involve students in strategies similar to ILEARN sampler and released questions from the Indiana Department of Education website.</li> <li>2. Teachers will use the Indiana State Academic Standards and Resources to acquire activities and assessments for students.</li> <li>3. Teachers will use the IDOE Blueprints and IDOE Item Specifications to ensure that content in the classroom is aligned with the skills that will be assessed on ILEARN.</li> <li>4. Teachers will use the Envision Math curriculum as the primary source of activities and assessments.</li> <li>5. Teachers will use IXL to reinforce skills with students.</li> </ol>	
<p style="text-align: center;"><b>Start Date:</b></p> <p style="text-align: center;">August 2022</p>	<p style="text-align: center;"><b>End Date:</b></p> <p style="text-align: center;">May 2023</p>
<p style="text-align: center;"><b>Person(s) Responsible:</b></p> <p style="text-align: center;">3-6 teachers, Special Education teachers, paraprofessionals</p>	<p style="text-align: center;"><b>Resources:</b></p> <p style="text-align: center;">Indiana State Academic Standards, Southwestern Elementary curriculum maps, Envision math curriculum and supports, IXL: Math, IDOE website, ILEARN released items repository, ILEARN Item Specifications, ILEARN Blueprints, teacher created assignments and assessments</p>

# **Section 4: Professional Development and Highly Qualified Teachers and Paraprofessionals**

## **Component #3: Highly Qualified Teachers in All Content Areas**

New teachers are included in a mentoring program where they are paired up with a veteran teacher. The experienced teacher is expected to: assist the new teacher in preparing for the new school year, discuss expectations of classroom management and discipline policies, share planning strategies and curriculum development utilized by the school corporation, provide moral and emotional support, provide professional feedback, and engage the new teacher in self-assessment and reflection to further improve the teacher's quality as an educator. This mentor/mentee program has specific outlines for each month of the school year and encourages new staff members to ask questions and foster honest discussions about the school community and how to better support every one of our students.

## **Component #4: High Quality and Ongoing Professional Development**

The entire Southwestern Consolidated School Corporation utilizes an early release day on Thursday of each week to provide all teachers professional development opportunities throughout the school year. These professional development sessions include data analysis with various grade level teams, textbook adoption discussions, CPR training, trauma informed training sessions, technology support/training, and dyslexia training.

All professional development sessions held on Thursday afternoons are documented in a Google Sheet that is accessible to all teachers. Each session has an agenda to cover what is discussed and provide any helpful links that teachers can access after the session has ended.

Teachers are also encouraged to seek out professional development opportunities and take advantage of any additional opportunities they can. In the past, several teachers have attended the HECC (Hoosier Educational Computer Coordinators) Conference to learn about new ways to use technology in the classroom to support student learning. We also have teachers who have received Orton Gillingham training to become certified to implement a Dyslexia Tier-3 intervention to students. Other teachers have attended professional development courses related to Google certification training.

## **Component #5- Strategies to Attract High Quality Staff**

Jobs are posted on social media platforms and shared with members of the public, both in our current community and in outlying communities. Southwestern Elementary uses an online application system, which directs applications to administrators. Principals and administrators are able to review candidate applications, including resumes, reference letters, and contact professional references. An interview team composed of current staff members is also assembled to conduct interviews of qualified candidates before administrators offer any job positions to new hires. Interviews are conducted to ensure that applicants are a good fit for Southwestern Elementary and hold the same beliefs and values as our school staff.

# **Section 5: Parental Involvement**

## **Component #6a/b- Strategies to Increase Parental Involvement**

All grade levels are required to create a weekly newsletter for parents that includes any information about upcoming events and academic information that needs to be shared. Teachers are also required to post these newsletters online to our school website, where any member of the community can access them to learn about what students are experiencing in the classrooms. Teachers also communicate with parents through various websites, including Class Dojo, SeeSaw, ClassKick, and email.

Southwestern Elementary holds parent-teacher conferences in October each school year. Parents are encouraged to come speak to teachers and staff members about their student(s) and address any questions or concerns they have.

Midterm reports are sent home in the middle of each quarter and report cards are sent home at the end of each quarter. Progress monitoring data is also collected by the Special Education teachers and sent home with identified students with report cards at the end of each quarter.

Teachers are also encouraged to take advantage of the GEI (General Education Intervention) meetings that can be held with the GEI committee and parents to address academic and behavior concerns for students. Case Conferences are held yearly for all identified Special Education students, which include parents and teachers discussing the best ways to meet students' needs.

Throughout the school year, Southwestern Elementary also hosts events such as: Grandparent's Night, Book Fair, Bring Your Parent to Lunch Day, Art Shows, Music Programs, Spring Carnival, Trunk-or-Treat, and quarterly awards ceremonies.

Parents also have the option to serve on our PTO and get involved in events like our Spring Carnival, Trunk-or-Treat, or Talent Show.

## **Component #7- Plans for Assisting Preschool Children in Transition**

Southwestern Elementary provides our own Pre-K program to students ages 3 and 4 to better prepare them for the Kindergarten transition. Our Pre-K program can be half-day or full-day and meets 2-3 days per week for each group. Students become familiar with the school setting, the expectations of how to behave at school, and the routine of a school day. Students also begin developing relationships and communication with staff members, which will help the social-emotional needs of the student when they begin Kindergarten.

For students who do not use our Pre-K program, we offer a Kindergarten Round-Up in April of each school year. Students take an introduction assessment to determine if they are at the expected levels to enter Kindergarten. For students who do not meet the required score, they are encouraged to take advantage of the Pre-K program for a year before re-enrolling the following April for the next Kindergarten Round-Up.

Students are given NWEA benchmarks and begin any needed intervention programs by September of their Kindergarten year. This helps identify and address student needs at the very beginning of their academic careers to help ensure they have every opportunity to be successful.

# **Section 6: Assessment**

## **Assessment Instruments**

At this time, SWE's sources of receiving, interpreting, and evaluating student achievement in Kindergarten through second grades are classroom assessments, STAR Reading, STAR Math, and NWEA (NorthWest Evaluation Association). In grades 3 through 6, ILEARN data, scientific and research-based interventions, IREAD3, STAR Reading, STAR Math, NWEA, and classroom assessments are used to measure student achievement. The NWEA assessment is given to all students as a benchmark at the beginning, middle, and end of the year. Teachers all record the curriculum being taught on digital curriculum maps that are housed in the Spartan Google Drive. All teachers record and post grades using the PowerSchool Program that has been adopted within our district.

## **Component #8- Opportunities for Teacher Inclusion in Decision Making Regarding Assessments**

Teachers work together to make many decisions that impact the learning of all students. Teachers are frequently consulted in regards to reviewing data of IREAD, ILEARN, NWEA, STAR assessments, and other in-class data collected. Teachers are given the opportunities to analyze this data and determine areas that show weakness. Teachers are also given sessions to discuss possible remedies to these weaknesses. Teachers are also consulted when choosing new materials for textbook adoptions when those arise. Grade level teams have the same planning period to consult one another and make decisions to best support the students in that grade level. Teachers of similar grade levels (for example, grades 3 &4) meet with administrators monthly to evaluate data collected in the classrooms from Edcite assignments and classroom assignments. This gives teachers the opportunity to collaborate about what worked best with former students and what the lower grade can be sure to address with students before the next school year.

## **Component #9- Programs for Remediation and High Ability Students**

Southwestern Elementary uses the Title I program to provide in-class supports with paraprofessionals to students who are identified as the lowest 20% of the school in Reading or Math. The Title I program also sends home Reading and Math materials with identified students to provide home-school connections and support. This also encourages parent involvement in each student's education. Students are identified using beginning of the year benchmark data.

In addition, Southwestern Elementary uses the Orton Gillingham program to meet the needs of students identified as having Dyslexic tendencies and the Fast ForWord reading intervention program to meet the needs of students in all grade levels that struggle with phonics or reading comprehension.

Many teachers use IXL, Study Island, and Math Facts in a Flash to give students repeated practice of specific Reading, Grammar, and Math skills.

For students identified as High Ability learners, classroom assignments are modified to reflect a more difficult level of the same concepts being taught. This will look different for each grade level and each student, but may involve more complex thinking, more complicated skills, or the reading of different texts. High Ability learners are identified in Kindergarten, 3rd Grade, 6th Grade, and 8th Grade. Students can be added to the High Ability roster on years that are not listed above based on teacher discretion and testing data collected throughout their education at Southwestern Elementary.

# Section 7: State, Local, and Federal Funds

## Component #10- Coordination of Local, State, and Federal Funds

Southwestern Elementary is a Title I school that is currently identified as a Schoolwide Program. We use Title I-A funds to provide Reading and Math support and materials to send home with identified K-6 students. These materials include books for students to build a home library with, math manipulatives to practice math skills, and resources in the form of worksheets to reinforce Reading and Math skills using the materials sent home. We also use this funding to partially pay for 3 paraprofessionals that work with identified students in both whole group and small group environments.

The corporation treasurer allocates State funds for all corporation expenses. We also receive a local yearly budget amount that is used to support teachers in purchasing classroom supplies, building supplies such as toner and paper, and other materials.

The corporation treasurer monitors and approves the spending of these funds.

### Current Southwestern Elementary Staff

Updated: 09/06/2022

<b><u>Pre-K</u></b>	Tracy Sipes
	Elayne Spongberg
<b><u>Kindergarten</u></b>	Lisa Booth
	Caitlin Kuhn
	Alicia Osborne
<b><u>First Grade</u></b>	Anne Prosser
	Britney Taylor
<b><u>Second Grade</u></b>	Cynthia McElroy
	Marty Robinson
	Amber Fiesbeck

<b><u>Third Grade</u></b>	Madison Thomas
<b><u>Fourth Grade</u></b>	Kylee Rehmer
	Aubrey Woolery
<b><u>Fifth Grade</u></b>	Rachel Barlow
	Caleb Tennell
<b><u>Sixth Grade</u></b>	Ashley Donovan
	Brittany Holt
<b><u>Special Education</u></b>	Samantha Bowman
	Ali Fix
<b><u>Specials Teachers</u></b>	Brad Guidi- Gym
	Brandi Hendrix- Music
	Vanessa McManaway- Art
<b><u>Paraprofessionals</u></b>	Julia Oltman
	Piper Swift
	Olivia Chandler
	Mary Engel (SPED)
	Sheila Smith (SPED)
<b><u>Title I Director</u></b>	Ashley Fivecoat