

Southside Elementary Annual Plan (2021 - 2022)

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[G 1] Increased Academic Achievement: Mathematics

For 2021-22 school year, Southside Elementary School will focus on increasing mathematics student achievement and deepening teachers' understanding of the three math instructional shifts in order to:(1) achieve a level 3 TVAAS score or higher in numeracy,(2) achieve 3 points or higher with the accountability framework by meeting our district math AMO target or absolute performance pathway for all students,(3) achieve 3 points or higher with the accountability framework by meeting our district math AMO targets or absolute performance pathways for all student groups (BHN, ED, SWD, and EL).

Performance Measure

Increase the percentage of students who are On-Track or Mastered from 12.9% to 22.9% in 3rd grade Math, 23.4 to 33.4% in 4th grade math, 14.7% to 24.7% in 5th grade math on TNReady in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-aligned core instruction Align evidence-based curriculum, instruction, and assessment with the state's rigorous academic content standards and testing blueprints. Southside will focus on deconstructing math standards, refining pacing guides (aligned to TNReady blueprints), and creating common formative assessments aligned to the rigor and depth of the state standards to ensure that all students have access to the resources and practices they need to be proficient. Year at a Glance (YAG) documents will be created and utilized.</p> <p>Benchmark Indicator Evidence of standards and testing blueprint alignment in math pacing guides (revise in May; check two times per year)Teacher survey data of effectiveness of professional development offerings (evaluate after each PD offering)Improved results on common formative assessments (given at least monthly) and CASE benchmark assessments (given two times throughout the year)Improved results on student-level, teacher-level, and</p>	<p>[A 1.1.1] Pacing Guide Revision Teachers will work in grade level/subject area PLCs to deconstruct standards. They will utilize testing blueprints to refine existing pacing guides, thereby planning out the academic year. Teachers will update YAGs (year-at-a-glances) to reflect data received from benchmark assessments and CFAs. When applicable, teachers will review previous year's standards in an effort to close gaps created by the COVID-19 school closure.</p>	<p>Grade Level PLC Chairpersons-Crystal Coleman, Jennifer Gaines, Lisa Bryant</p>	<p>10/01/2021</p>	<p>BEP Pool [\$200.00]</p>	

<p>grade-level data trackers indicating progress towards achievement goals (evaluate in twice monthly PLCs)Evidence of teachers making data-driven decisions through PLC conversations (evaluate in twice monthly PLCs)Improved data from instructional walkthroughs (2-4 per semester) as well as administrative informal and formal classroom visits with input from CORE office consultants</p>					
	<p>[A 1.1.2] Creation of Common Formative Assessments To ensure high-quality instruction for all students, common formative assessments will be developed by teachers teaching the same grade and content during school level PLCs. PLCs meet weekly during common planning at Southside. These CFA's will be utilized to inform instructional decisions at the school level. Data will be tracked at the teacher and student level to increase student achievement. Remediation opportunities will be provided for students. Teachers will utilize data talks with students to increase ownership in their learning.</p>	<p>Carmen Hayes and PLC Chairpersons- Crystal Coleman, Jennifer Gaines, Lisa Bryant</p>	<p>04/15/2022</p>	<p>BEP Pool [\$500.00]</p>	
	<p>[A 1.1.3] Intensive After School Tutoring Southside Elementary will employ an intensive before or after-school-tutoring program. This program will serve identified priority students in the area of Math. Tutoring will provide defined & targeted skill support utilizing high quality instructional materials with weekly monitoring of progress. Priority students are identified using most recent 2020-2021 state assessment data and 2021-2022 benchmark data. Tutoring will take place 1 hour per day, 4 days a week.</p>	<p>Carmen Hayes</p>	<p>04/15/2022</p>	<p>ESSER 3.0 [\$5000.00]</p>	
<p>[S 1.2] Teacher Training and Development Southside Elementary School will focus its efforts on training and developing math teachers. District and school leaders will provide ongoing support to</p>	<p>[A 1.2.1] Math Teacher Leader In an effort to improve high quality instruction, Southside selected a math teacher leader through an application and interview process. The math</p>	<p>Jennifer Gaines</p>	<p>05/20/2022</p>	<p>Differentiated Pay [\$2000.00]</p>	

<p>teachers as they implement instructional materials, with a focus on building teacher capacity. Job-embedded professional development and collaborative planning time will be provided for math teachers to improve their instructional rigor and knowledge of the TN academic standards. Teachers will meet in county-wide PLCs at least once per semester to collaboratively plan for the year.</p> <p>Benchmark Indicator Evidence of job embedded professional development at the school level through the use of math teacher leaders (monthly), coaching by school or district leaders (ongoing), and/or the utilization of the district instructional technology facilitator (meets biweekly with teachers. Evidence of improvement in instructional practices for mathematics as indicated through Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Math Learning Walk Tool (quarterly), and PLC summary reports (twice monthly)Evidence of curriculum implementation with fidelity as indicated through Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Math Learning Walk Tool (quarterly), and PLC conversations (twice monthly)Purposeful collaborative planning as evidenced in school schedules, PLC agendas, and professional development offeringsTeacher survey data of effectiveness of professional development offerings (evaluated after each PD offering)Improved student outcomes on local common formative assessments (monthly) and CASE Benchmark Assessments (given two times throughout the year)Increased number of students performing On-Track and Mastered on TNReady and CASE Benchmark Assessments (evaluated</p>	<p>teacher leader will be trained to support teachers in the use of data to improve instructional practices. Teacher leaders will meet monthly with supervisors of instruction and other teacher leaders to receive coaching support. Additionally, they will share results from their experiences and be a support network to each other. At Southside, the math teacher leaders will model lessons, work with less effective teachers as part of their action plan, and present at monthly faculty meetings. Math teacher leaders will support teachers by providing resources around standards, blueprints, instructional shifts, and math vocabulary.</p>			<p>Title I [\$1000.00]</p>	
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after each assessment)Improved TVAAS Level of Effectiveness scores (annually when released)					
	<p>[A 1.2.2] Professional Learning Communities Teachers will meet weekly during common planning time to create common formative assessments, analyze data from formative assessments, and plan future instruction based on the data. Teachers will discuss effective instructional strategies and resources with colleagues. Math and data teacher leaders will attend PLCs as possible for support. Administrators will attend weekly PLCs to assist teachers with instructional planning. Individual data profile sheets will be created and shared for each student comparing TCAP, CASE benchmark assessments, and aimswebPlus data. Student subgroups will be marked as well to identify which students belong to multiple subgroups. In addition, teachers will continue data talks with students to create ownership in their learning</p>	Daryl Brindley	05/27/2022	None	
	<p>[A 1.2.3] Instructional Support for Math Teachers To ensure high quality core instruction, teachers with below-average growth scores will be allowed up to two days release time to observe more effective teachers. In the event that in-person visits are not allowable due to COVID-19 restrictions, teachers needing coaching will be urged to view online videos showcasing quality math instruction as part of their action plan. These teachers will also be partnered with the math teacher leader. Those teachers with an LOE of 2 or lower will have a formal Professional Improvement Plan (PIP) which outlines steps for improvement. Monthly coaching conversations will occur with administrators as part of the PIP. Those teachers who are teaching math for the first time will also be provided with support from the teacher leader.</p>	Carmen Hayes	02/28/2022	None	

<p>[S 1.3] Accessibility and Utilization of Instructional Technology and Materials for Mathematics</p> <p>Southside Elementary School will increase teacher and student access to technology tools and equipment in grades PreK-12 to ensure that all stakeholders are equipped with the resources needed for mathematics success. Math teachers and instructional leaders will receive on-going professional development and job-embedded professional learning to support them in the utilization of instructional technology to enhance student learning outcomes and increase the effectiveness of teaching practices that will lead to math proficiency. The district will focus on providing high quality instructional materials to assist with teaching and learning mathematics targeting both standards and skills. Stakeholder feedback surveys and data will be used to determine mathematical resources for the 2021-2023 school years due to a postponement in the adoption cycle.</p> <p>Benchmark Indicator</p> <p>Improvement in math CASE Benchmark Assessment scores (given twice annually), as well as other forms of ongoing formative assessments (grade-level common formative assessments, aimswebPlus benchmark assessments and progress monitoring, etc.)Evidence of effective instructional delivery utilizing technology through weekly instructional walkthroughs, on-going follow-up coaching conversations with school administrators and district instructional technology facilitator, and PLC summary reports (twice monthly)Increased teacher and student access to technology tools and equipment for math through instructional technology needs assessments (surveyed twice throughout the year) and inventory listsIncreased collaborative planning times (as</p>	<p>[A 1.3.1] Embed Technology into Teaching and Learning</p> <p>For 2021-2022, students will be allowed to use their school-issued chromebook as an instructional tool to access instruction and complete assigned material. Teachers have access to a number of online resources to supplement instruction. One such program is an online benchmark test that will track student progress toward mastery. All textbook materials have an online component, which can be utilized remotely should the need arise (for excessive absences or isolations) in 2021-2022. Giles County Schools employs an instructional technology and professional development coordinator as well as an instructional technology facilitator, who provide support and on-going professional development to teachers in the area of online instruction and resources. In 2021-2022, Southside will utilize its own blended learning teacher leader as a resource for professional development in this area.</p>	Carmen Hayes	04/29/2022	Differentiated Pay [\$2000.00]	
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<p>evidenced in master schedules and PLC agendas) focused on effective implementation of instructional technology to enhance student learning outcomes and experiences (weekly)Teacher perception surveys and feedback on professional development offerings and job-embedded support related to instructional technology (evaluated after each PD offering)</p>					
<p>[S 1.4] Direct math interventions through the RTI process Through the RTI2 process, Southside Elementary School will provide explicit research-based academic interventions and other focused supplemental supports to improve achievement and close gaps in mathematics. The district offered a Summer Learning Camp and After-School Learning Mini-Camp to students in grades 1 through 5 to assist with learning loss remediation and student acceleration in mathematics.</p> <p>Benchmark Indicator Decrease in the percentage of students receiving Tier II & Tier III instruction as evidenced by data collected on the Fall, Winter, and Spring aimswebPlus benchmark assessmentsIncrease in composite results on the Fall, Winter, and Spring aimswebPlus benchmark assessmentsIncrease in fluency and concepts and applications results on the Fall, Winter, and Spring benchmark assessmentsEffective implementation of the RTI2 process as evidenced through fidelity checks conducted at the frequency outlined in the state's RTI manual (Tier II- 3; Tier III- 5). These checks will focus on the content and delivery of interventions as well as student specific responses to the interventions being provided.Evidence of teachers making data-driven decisions through conversations during RTI meetings (meet a minimum of every 4.5 weeks).</p>	<p>[A 1.4.1] Implement RTI with Fidelity In an effort to implement RTI2 effectively, administrators and the RTI facilitator will implement procedures for screening skill deficits, creating fluid groups in which students receive individualized interventions in their area of need, and provide quality intervention materials and training to teachers to ensure that interventions are delivered with fidelity. Administrators and Central Office staff will conduct regular fidelity checks in Tier II and Tier III math groups to monitor the effectiveness of math interventions.</p>	<p>Christina Kimmerle</p>	<p>05/20/2022</p>	<p>BEP Pool [\$1000.00]</p>	

[G 2] Increased Academic Achievement: English Language Arts

For 2021-22 school year, Southside Elementary School will focus on increasing student literacy achievement and deepening teachers' understanding of the three ELA instructional shifts in order to:(1) achieve a level 3 TVAAS score or higher in literacy,(2) achieve 3 points or higher with the accountability framework by meeting our district ELA AMO target or absolute performance pathway for all students,(3) achieve 3 points or higher with the accountability framework by meeting our district ELA AMO targets or absolute performance pathways for all student groups (BHN, ED, SWD, and EL).Through the use of high quality instructional materials, Southside will see an increased performance in ELA.

Performance Measure

Increase the percentage of students who are On-Track or Mastered from 22.8% to 32.8% in 3rd grade ELA, 28.8% to 38.8% in 4th grade ELA, 13% to 23% in 5th grade ELA on TNReady in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-Aligned Core Instruction Southside Elementary School will utilize adopted high-quality instructional materials aligned to the state's rigorous academic content standards with fidelity. Teachers will focus their instructional practices on the following:Ensuring a majority of the lesson is spent reading, writing, speaking, or listening about text that is at or above the expected complexity level for the grade levelEnsuring that text is utilized to develop knowledge that is worthy of students' timeEmploying questions and tasks, both oral and written, that reflect the depth of textual analysis required by grade-level standards, integrate those standards in service of building knowledge, and accurately address the analytical thinking required by the grade-level standardsProviding all students with opportunities to engage in the work of the lessonHolding students responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing District and school leaders will provide ongoing support to teachers as they implement new curricula, with a focus on best practices for literacy instruction. The district and schools will focus on deconstructing ELA</p>	<p>[A 2.1.1] Pacing Guide Revision Teachers will work in grade level/subject area PLCs to deconstruct standards. They will utilize testing blueprints to refine existing pacing guides, thereby planning out the academic year. Teachers will update YAGs (year-at-a-glances) to reflect data received from benchmark assessments and CFAs. When applicable, teachers will review previous year's standards in an effort to close gaps created by the COVID-19 school closure.</p>	Grade Level PLC chairpersons-Christy Simpson, Candace Garland, Sheena Cheatwood	10/01/2021	BEP Pool [\$200.00]	

standards, refining pacing guides aligned TNReady blueprints, and creating common formative assessments aligned to the rigor and depth of the state standards to ensure that all students have access to the resources and practices they need to be proficient.

Benchmark Indicator

Evidence of curriculum fidelity through PLC conversations (evaluate in twice monthly PLCs) and instructional walkthroughs (2-4 per semester) using the Tennessee Instructional Practice Guide (TN IPG) Evidence of student engagement throughout the literacy block through instructional walkthroughs (2-4 per semester)Evidence of the effective use of questions and tasks through instructional walkthroughs using the TN IPG (2-4 per semester)Evidence of high quality tasks through analysis of student work during PLC meetings (evaluate in twice monthly PLCs)Evidence of opportunities for student engagement through instructional walkthroughs using the TN IPG (2-4 per semester)Evidence of standards and testing blueprint alignment in ELA pacing guides (reevaluate in May; check two additional times throughout the year) and lesson plans (monitored weekly)Teacher survey data of effectiveness of professional development offerings (evaluate after each PD offering)Improved results on common formative assessments (given monthly), cumulative tasks, and CASE benchmark assessments (given two times throughout the year)Improved results on student-level, teacher-level, and grade-level data trackers indicating progress towards achievement goals (evaluate in twice monthly PLCs)Evidence of teachers making data-driven decisions through PLC conversations (evaluate in twice monthly PLCs)Improved data from instructional walkthroughs (2-4 per semester) and administrative

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<p>informal/formal classroom visits with input from CORE office consultants (monthly) and partners with the LIFT Network</p>					
	<p>[A 2.1.2] Creation of Common Formative Assessments To ensure high-quality instruction for all students, common formative assessments will be developed by teachers teaching the same grade and content during school level PLCs. PLCs meet weekly during common planning at Southside. These CFA's will be utilized to inform instructional decisions at the school level. Data will be tracked at the teacher and student level to increase student achievement. Remediation opportunities will be provided for students. Teachers will utilize data talks with students to increase ownership in their learning.</p>	<p>Carmen Hayes and PLC Chairpersons-Christy Simpson, Candace Garland, and Sheena Cheatwood</p>	<p>04/15/2022</p>	<p>BEP Pool [\$500.00]</p>	
	<p>[A 2.1.3] Intensive After-School Tutoring Southside Elementary will employ an intensive after-school-tutoring program. This program will serve identified priority students in the area of ELA. Tutoring will provide defined & targeted skill support utilizing high quality instructional materials with weekly monitoring of progress. Priority students are identified using most recent 2020-2021 state assessment data and 2021-2022 benchmark data. Tutoring will take place 1 hour per day, 4 days a week.</p>	<p>Carmen Hayes</p>	<p>04/15/2022</p>	<p>ESSER 3.0 [\$5000.00]</p>	
<p>[S 2.2] Teacher Training & Development Southside Elementary School will focus its efforts on training and developing ELA teachers. District and school leaders will provide ongoing support to teachers as they implement new high quality instructional materials, with a focus on best practices for literacy instruction and building teacher capacity to understand how to translate materials into effective classroom practice. Job-embedded professional development</p>	<p>[A 2.2.1] ELA Teacher Leader In an effort to improve high quality instruction, Southside selected an ELA teacher leader through an application and interview process. The ELA teacher leader will be trained to coach teachers in the use of data to improve instructional practices. Teacher leaders will meet monthly with supervisors of instruction and other teacher leaders to receive coaching support. Additionally, they will share results from their experiences and be a support</p>	<p>Candace Garland</p>	<p>05/20/2022</p>	<p>Differentiated Pay [\$2000.00] Title I [\$1000.00]</p>	

<p>and collaborative planning time will be provided for ELA teachers to improve their instructional rigor and knowledge of the TN academic standards. Southside will participate in a partnership with the LIFT network to tailor professional development to teachers' identified needs, thus increasing student achievement. One administrator will also serve on the newly-formed Literacy Implementation Team.</p> <p>Benchmark Indicator Increased collaborative planning times centered around the implementation of high quality instructional materials with fidelity (as indicated through master schedules and twice monthly PLC summary reports) Evidence of improvement in instructional practices for literacy as indicated through Project COACH observations/feedback conversations (2-4 per semester) instructional walkthroughs using the the TN Instructional Practice Guide, and PLC summary reports (twice monthly)Evidence of curriculum fidelity through instructional walkthroughs with LIFT Partners(2-4 per semester) and PLC conversations (twice monthly)Evidence of curriculum implementation with fidelity as indicated through Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Instructional Practice Guide (2-4 per semester) and used to coach teachers on planning, Project COACH observations, and feedback), and PLC conversations (twice monthly)Teacher survey data of effectiveness of professional development offerings (evaluated after each PD offering)Improved student outcomes on local common formative assessments (monthly), cumulative tasks, and CASE Benchmark Assessments (given two times throughout the year)Increased number of students performing On-Track and Mastered on TNReady and CASE Benchmark Assessments (data evaluated after</p>	<p>network to each other. At Southside, the ELA teacher leader will model lessons, work with less effective teachers as part of their action plan, and present at monthly faculty meetings. The ELA teacher leader will support teachers by providing resrouces around standards, blueprints, instructional shifts, and foundational skills.</p>				
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each assessment)Improved TVAAS Level of Effectiveness scores (annually when released)					
	<p>[A 2.2.2] Professional Learning Communities Teachers will meet weekly during common planning time to create common formative assessments, analyze data from formative assessments, and plan future instruction based on the data. Teachers will discuss effective instructional strategies and resources with colleagues. Math, ELA, and data teacher leaders will attend PLCs as possible for support. Administrators will attend weekly PLCs to assist teachers with the instructional planning and data analysis process. Individual data profile sheets will be created and shared for each student comparing TCAP, CASE benchmark assessments, and aimswebPlus data. Student subgroups will be marked as well to identify which students belong to multiple subgroups. In addition, teachers will continue data talks with students to create ownership in their learning.</p>	Carmen Hayes	05/27/2022	None	
	<p>[A 2.2.3] Instructional Support for ELA Teachers To ensure high quality core instruction, teachers with below-average growth scores will be allowed up to two days release time to observe more effective teachers. In the event that in-person visits are not allowable due to COVID-19 restrictions, teachers needing coaching will be urged to view online videos showcasing quality ELA instruction as part of their action plan. These teachers will also be partnered with the ELA teacher leader. Those with an LOE of 2 or lower will have a formal Professional Improvement Plan (PIP) which outlines steps for improvement. Monthly coaching conversations will occur with administrators as part of the PIP. Those teachers who are teaching ELA for the first time will also be provided with support from the teacher leader.</p>	Carmen Hayes	02/28/2022	None	

<p>[S 2.3] Accessibility and Utilization of Instructional Technology for English Language Arts</p> <p>Southside Elementary School will increase teacher and student access to technology tools and equipment in grades PreK-12 to ensure that all stakeholders are equipped with the resources needed for literacy success. ELA teachers and instructional leaders will receive on-going professional development and job-embedded professional learning to support them in the utilization of instructional technology to enhance student learning outcomes and increase the effectiveness of teaching practices that will lead to literacy proficiency.</p> <p>Benchmark Indicator</p> <p>Evidence of effective instructional delivery utilizing technology through instructional walkthroughs (2-4 per semester), follow-up coaching conversations with school administrators, and PLC summary reports (twice monthly) Increased teacher and student access to technology tools and equipment for English Language Arts through instructional technology needs assessments (surveyed twice throughout the year) and inventory lists Increased collaborative planning times (as evidenced in master schedules and PLC agendas) focused on effective implementation of instructional technology to enhance student learning outcomes and experiences (twice monthly) Teacher perception surveys and feedback on professional development offerings and job-embedded support related to instructional technology (evaluated after each PD offering) Improvement in English Language Arts CASE Benchmark Assessment scores (given two times throughout the year), as well as other forms of formative assessments (grade-level common formative assessments (monthly), aimswebPlus</p>	<p>[A 2.3.1] Embed Technology into Teaching and Learning</p> <p>For 2021-2022, students will be allowed to use their school-issued chromebook as an instruction tool to access instruction and complete assigned material. Teachers have access to a number of online resources to supplement instruction. One such program is an online benchmark test that will track student progress toward mastery. All textbook materials have an online component, which can be utilized remotely should the need arise (for excessive absences or isolations) in 2021-2022. To supplement the science and social studies curriculum by increasing content vocabulary and literacy across content areas, supplemental science and social studies online curriculum will also be purchased. Giles County Schools employs an instructional technology and professional development coordinator as well as an instructional technology facilitator, who provide support and on-going professional development to teachers in the area of online instruction and resources. In 2021-2022 Southside will utilize its own blended learning teacher leader as a resource for professional development in this area.</p>	Carmen Hayes	04/29/2022	Differentiated Pay [\$2000.00]	
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benchmark assessments (given three times throughout the year) and progress monitoring, etc.)					
<p>[S 2.4] Direct ELA Interventions Through the RTI Process</p> <p>Through the RTI2 process, Southside Elementary School will provide explicit research-based academic interventions and other focused supplemental supports to improve achievement and close gaps in English Language Arts. To assist with learning loss remediation and student acceleration in English Language Arts , the Giles County School System offered multiple learning loss camps beginning in the summer of 2021. A Summer Learning Camp and After-School Learning Mini-Camp was offered to students in grades K-4 (rising 1-5).</p> <p>Benchmark Indicator</p> <p>Decrease in the percentage of students receiving Tier II and Tier III instruction (as evidenced by aimswebPlus benchmark assessment scores given three times throughout the year). Increase in the results for basic reading skills, reading fluency, reading comprehension, and written expression on the aimswebPlus benchmark assessments (given three times throughout the year)Effective implementation of the RTI2 process as evidenced through fidelity checks conducted at the frequency outlined in the state’s RTI manual (Tier II- 3; Tier III- 5). These checks will focus on the content and delivery of interventions as well as student specific responses to the interventions being provided)Evidence of teachers making data-driven decisions through conversations during RTI meetings (meet a minimum of every 4.5 weeks)</p>	<p>[A 2.4.1] Implement RTI with Fidelity</p> <p>In an effort to implement RTI2 effectively, administrators and the RTI facilitator will establish procedures for screening skill deficits, creating fluid groups in which students receive individualized interventions in their area of need, and provide quality intervention materials and training to teachers to ensure that interventions are delivered with fidelity. Administrators and Central Office staff will conduct regular fidelity checks in Tier II and Tier III reading groups to monitor the effectiveness of reading interventions.</p>	Christina Kimmerle	05/20/2022	BEP Pool [\$1000.00]	

[G 3] Incorporating Social, Emotional, and Personal Competencies Into School Climate

For the 2021-2022 school year, promoting social, emotional, and personal competencies among students will be a priority for Southside faculty and staff in an effort educate the whole child. Without attending to the emotional and mental health of our students, the likelihood of them being successful academically is slim. As a result of those efforts, during this academic year, Southside will: Decrease office discipline referrals by 10% Decrease out of school suspensions by 10% Increase the number of social/emotional

lessons presented to students by 50% Increase the number of positive office referrals by 10%.

Performance Measure

Decreased discipline referrals Teacher and administrator feedback Improved classroom culture as evidenced by teacher anecdotal feedback Improved peer interactions with decreased occurrences of peer conflict Increased support from external mental health agencies

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Professional Development for Social, Emotional Learning For the 2021-2022 school year, Southside Elementary School is participating in a trauma informed school cohort. In an effort to empower teachers and improve their knowledge in this area, professional development will be offered to teachers and staff. Because students have had a period of disrupted instruction due to the COVID-19 pandemic, building school culture by making connections with students is more important now than ever. As a result, training will occur during July 2021 and will continue throughout the school year.</p> <p>Benchmark Indicator Evidence of improved classroom and school climate based on administrator and teacher observation Evidence of decreased discipline referrals Evidence of decreased occurrences of peer conflict Teacher feedback on surveys regarding the effectiveness of training and areas of need for future support Increased number of student-mentor Check In/Check Out partnerships</p>	<p>[A 3.1.1] Social Emotional Learning Teacher Leader During the 2021-2022 school year, Southside Elementary School will employ a social/emotional teacher leader position at schools. The social/emotional teacher leader will be trained to support teachers in the area of social, emotional, and personal competencies. Specifically, the school counselor will fill this position. Among her duties are: training teachers on the use of the social/emotional curriculum, providing professional development to teachers about brain architecture and trauma's impact on the brain, and modeling lessons for teachers. The social/emotional teacher leaders will meet monthly with supervisors of instruction and other teacher leaders to receive coaching support. Additionally, they will share results from their experiences and be a support network to each other.</p>	<p>Hannah Tomerlin</p>	<p>04/29/2022</p>	<p>Differentiated Pay [\$2000.00] Title I [\$1000.00]</p>	
	<p>[A 3.1.2] ACEs Trauma Training Due to the periods of disrupted instruction and stressors associated with the COVID-19 pandemic, training for teachers regarding the emotional well-being of students is more important this year than ever before. In July 2021, the trauma informed school team re-trained staff on ACEs and their</p>	<p>Carmen Hayes</p>	<p>08/06/2021</p>	<p>Title I [\$1000.00]</p>	

	adverse effect on children's brains. Previous training was held in September 2020, but the leadership team continues to make this a priority with annual redelivery. The trauma informed school team will also provide ongoing training with a book study to better understand practical instructional practices to use and avoid for student success.				
	<p>[A 3.1.3] Book Study As a form of ongoing professional development, the trauma informed school team will lead a book study during faculty meetings during the months of September through March. The book study will be based on Help for Billy. This book provides educators with practical instructional practices to use or avoid for student success.</p>	Hannah Tomerlin	03/25/2022	Title 1 [\$1000.00]	
<p>[S 3.2] Curriculum As part of the Trauma Informed School Plan, Southside Elementary School will implement a social/emotional curriculum for 2021-2022. By utilizing this curriculum consistently, students will develop empathy, improve peer relationships, and learn coping strategies. As a result, classroom and school climate will be positively impacted. By meeting students' social and emotional needs, teachers provide the support for academic success.</p> <p>Benchmark Indicator Evidence of decreased office referrals Evidence of decreased occurrences of peer conflict Evidence of increased sense of community within classroom and school.</p>	<p>[A 3.2.1] Sanford Harmony Curriculum For the 2021-2022 school year, Sanford Harmony social/emotional curriculum will be implemented at Southside. In order to ensure its success, the following steps will be taken: Administrators will communicate the importance of implementing the curriculum consistently. Administrators will provide dedicated time within the schedule for a weekly 45 minute block for its use. Administrators will communicate with staff the importance of building classroom and school culture during the first 2-3 weeks of school. Teachers will incorporate 15 minutes of culture-building activities daily through the use of circle time. Prompts, ice breakers, lessons, and videos will be provided with the curriculum. The school counselor, who is the social/emotional teacher leader, will be a resource for these meetings, and she will be available to model lessons if needed. The school counselor will reiterate components of the curriculum in weekly guidance lessons to reinforce the concepts.</p>	Hannah Tomerlin	05/27/2022	None	
	<p>[A 3.2.2] 2nd Step Curriculum Because third grade students are transitioning to a</p>	Diane Jenkins	05/13/2022	Title IV [\$18000.00]	

	<p>new school and are the youngest students served at Southside, an early intervention social/emotional program will be provided during the spring of 2022. A social worker will meet with all third grade classes for thirty minutes each week to provide lessons on the following topics: peer pressure, problem solving, honesty, anger management, and appropriate peer interactions. In the event that it is unsafe to meet, the lessons will be presented via videos and shared digitally with families. The social worker will make use of social stories and role playing to maximize student engagement.</p>				
<p>[S 3.3] Professional Partnerships In an effort to provide more intensive mental health services, Southside Elementary School will partner with outside agencies to provide school-based therapy to students as needed. Individual, intensive therapy will be provided on a referral basis, and whole class lessons will be provided to all third grade students.</p> <p>Benchmark Indicator Evidence of decreased discipline referrals Evidence of increased attendance for at-risk students Evidence of improved communication between school and home for at-risk families</p>	<p>[A 3.3.1] Health Connect Partnership Southside Elementary School will partner will Health Connect to provide a part-time school-based intensive therapist, who will meet with students at school. The therapist will serve as a liaison between school and home and refer the family for additional services should the need arise. The therapist will work closely with the administrators and counselor to identify strategies that the classroom teachers can utilize to help students be more successful.</p>	Carmen Hayes	05/27/2022	None	
<p>[S 3.4] Services for Students Because developing social, emotional, and personal competencies for our students is a priority in 2021-2022, the school will provide additional opportunities for students within their school day to make connections with peers and other adults. Research shows that students who have at least five caring adults in their lives are able to overcome the effects of trauma at greater rates than those who are more isolated. Efforts will be made by Southside staff to form stronger relationships with students and to provide opportunities for authentic interactions between peers. The counselor will</p>	<p>[A 3.4.1] School-Based Services Within the traditional school day, the school counselor will maximize opportunities to provide counseling services to students. Southside will utilize a "Check In/Check Out" program that provides at-risk students with an adult mentor to meet with before school and at the end of the day. Additionally, the counselor will meet with students individually, as referred, to develop positive relationships with students. The counselor utilizes sand tray therapy with great success with her students in a one-on-one setting. Small group therapy sessions will also be offered for students</p>	Hannah Tomerlin	05/27/2022	BEP Teacher Funds [\$300.00]	

<p>facilitate many of these interactions as part of her program's goals.</p> <p>Benchmark Indicator Evidence of increased number of students receiving adult support through the mentoring program Evidence of increased interactions with students and the counselor, either in person or virtually Evidence of decreased occurrences of chronic absenteeism Evidence of decreased office referrals for discipline</p>	<p>will similar needs. For instance, Lunch Bunch sessions bring students with attendance issues together for lunch visits with the counselor. The counselor also relies on a student Peer Advisory Team to provide feedback to the counselor about student needs. In addition, all students participate in a Guidance Survey which evaluates the effectiveness of the counseling program at Southside, thereby offering suggestions for areas of growth.</p>				
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