

Southside Community School
School Integrated Action Plan
SY2024-2025

MATH GOAL

Increase schoolwide proficiency on state math test from 15% proficiency (approximately 23 students) in spring 2023 to 40% proficiency (approximately 60 students) in spring 2025.

ACTION STEPS WITH IDENTIFIED NEED

ACTION STEP 1

Systems of teacher support to facilitate provision of rigorous and well-planned instruction and increase skills of teaching staff:

1. Stipends for Lead Teachers to provide support for teaching staff and facilitate communication with admin including observations and feedback, team meetings and professional learning communities.
2. Certified ExEd Teacher to administer ExEd program, provide IEP-based instruction and support for ExEd IA's who offer pullout and push-in intervention services.
3. Digital classroom observation subscription service (Observe4Success) to facilitate frequent classroom observations and feedback.

RELATED FOCAL POINT #

5: Instructional Practices

TIMELINE

1. Lead teachers for elementary and middle school teams will offer support throughout the year. Stipends will be paid at the end of each semester.
2. Certified ExEd Teacher will offer support throughout the year.
3. Classroom observations will occur bi-monthly for all teachers.

ACTION STEP 2

Targeted Professional Development Training for instructional staff:

1. Formative and Summative Assessments - Lead Teachers provide professional development training for all instructional staff
2. HOPE (formerly OELAS) Conference - ELD teachers attend

3. Targeted trainings to improve instructional practices - stipends offered for teachers of ExEd students

RELATED FOCAL POINT #

5: Instructional Practices

TIMELINE

1. Formative and Summative assessments training will occur in the first quarter with follow-up throughout the year.
2. HOPE Conference in December
3. Targeted trainings for teachers of ExEd students – quarterly

ACTION STEP 3

Curriculum supplements to increase access for low-performing subgroups:

1. Moby Max subscription for ExEd students and students experiencing homelessness that can be accessed at home and for use during supplemental tutoring hours to increase student engagement and access to progress monitoring reporting tools.

RELATED FOCAL POINT #

5: Instructional Practices

TIMELINE

1. ExEd students and students experiencing homelessness will begin using Moby Max digital curriculum within the first two weeks.

ACTION STEP 4

5 FTE appropriately certified instructional assistants to provide classroom support for teachers providing small group and 1:1 academic interventions

RELATED FOCAL POINT #

6: Interventions

TIMELINE

IAs will provide support throughout the year

ACTION STEP 5

Subgroup teachers and instructional assistants to address specific academic needs of ExEd and EL students:

1. Instructional assistant to provide pullout and push-in academic support and instruction for ExEd students under the direction of a certified ExEd teacher to address individual goals as outlined in IEPs
2. Two 1-FTE ELD teachers to provide pullout and push-in language support and instruction for EL students to help meet rigorous ELP standards

RELATED FOCAL POINT #

6: Interventions

TIMELINE

1. ExEd IAs will provide support throughout the year.
2. ELD teachers will begin providing instruction and support following initial assessments in August

ACTION STEP 6

Small group tutoring for students performing below grade level:

1. Teachers offer after-school tutoring 2 days a week for all students in core subjects
2. Contracted tutors offer after-school tutoring 4 days a week to ensure equitable access to programs and lower teacher-student ratios

RELATED FOCAL POINT #

6: Interventions

TIMELINE

1. After school tutoring for all students will begin within the first two weeks

2. Supplemental after school tutoring will begin within the first two weeks

ACTION STEP 7

Support staff to support the needs of individual students to increase access to appropriate resources and reduce disruption to academic programs:

1. Health Office Staff to respond to student physical health concerns and events and reduce probability of widespread outbreaks
2. Licensed counselor to address student social and emotional concerns, provide counseling and mediation
3. Psychologist to evaluate students for Exceptional Education Services
4. McKinney-Vento Liaison to identify, immediately enroll and minimize disruption to academic programs for students experiencing homelessness in collaboration with parents and guardians

RELATED FOCAL POINT #

6: Interventions

TIMELINE

1. Health Office Staff will be available to address student concerns throughout the year
2. Licensed counselor will be available within the first two weeks
3. Psychologist will be available to conduct evaluations throughout the year on an as-needs basis
4. McKinney-Vento Liaison will be available throughout the year

ELA GOAL

Increase schoolwide proficiency on state reading test from 19% proficiency (approximately 30 students) in spring 2023 to 40% proficiency (approximately 60 students) in spring 2025.

ACTION STEPS WITH IDENTIFIED NEED

ACTION STEP 1

Systems of teacher support to facilitate provision of rigorous and well-planned instruction and increase skills of teaching staff:

1. Stipends for Lead Teachers to provide support for teaching staff and facilitate communication with admin including observations and feedback, team meetings and professional learning communities.
2. K-3 Literacy Coach to provide support for K-3 teaching staff including offering specific feedback, professional development, observations, conferencing, modeling, co-planning and co-teaching.
3. Certified ExEd Teacher to administer ExEd program, provide IEP-based instruction and support for ExEd IA's who offer pullout and push-in intervention services.
4. Digital classroom observation subscription service (Observe4Success) to facilitate frequent classroom observations and feedback.

RELATED FOCAL POINT

5: Instructional Practices

TIMELINE

1. Lead teachers for elementary and middle school teams will offer support throughout the year. Stipends will be paid at the end of each semester.
2. K-3 Literacy Coach will offer support throughout the year.
3. Certified ExEd Teacher will offer support throughout the year.
4. Classroom observations will occur bi-monthly for all teachers.

ACTION STEP 2

Targeted Professional Development Training for instructional staff:

1. Formative and Summative Assessments - Lead Teachers provide professional development training for all instructional staff
2. LETRS Training - K-3 Teachers complete all required annual training sessions
3. HOPE (formerly OELAS) Conference - ELD teachers attend
4. Targeted trainings to improve instructional practices - stipends offered for teachers of ExEd students

RELATED FOCAL POINT

5: Instructional Practices

TIMELINE

1. Formative and Summative assessments training will occur in the first quarter with follow-up throughout the year.
2. LETRS training is ongoing throughout the year (approximately 8 required sessions for all K-3 teachers)
3. HOPE Conference in December
4. Targeted trainings for teachers of ExEd students – quarterly

ACTION STEP 3

Curriculum supplements to increase access for low-performing subgroups:

1. RAZ-Plus and Read Naturally subscriptions for K-3 students for use during small group instruction and after school tutoring to increase student engagement and access to progress monitoring reporting tools.
2. Grammar Gallery subscription for EL students for use during supplemental tutoring hours to increase student engagement and access to progress monitoring reporting tools.
3. Read Naturally subscription for ExEd students for use during pullout interventions to increase student engagement and access to progress monitoring reporting tools.

RELATED FOCAL POINT

5: Instructional Practices

TIMELINE

1. K-3 students will begin using RAZ-Plus and Read Naturally digital curricula during the first quarter.
2. EL students will begin using Grammar Gallery digital curriculum during the first quarter.
3. ExEd students will begin using Read Naturally digital curriculum during the first two weeks.

ACTION STEP 4

5 FTE appropriately certified instructional assistants to provide classroom support for teachers providing small group and 1:1 academic interventions

RELATED FOCAL POINT

6: Interventions

TIMELINE

IAs will provide support throughout the year

ACTION STEP 5

Subgroup teachers and instructional assistants to address specific academic needs of ExEd and EL students:

1. Instructional assistant to provide pullout and push-in academic support and instruction for ExEd students under the direction of a certified ExEd teacher to address individual goals as outlined in IEPs
2. Two 1-FTE ELD teachers to provide pullout and push-in language support and instruction for EL students to help meet rigorous ELP standards

RELATED FOCAL POINT

6: Interventions

TIMELINE

1. ExEd IAs will provide support throughout the year.
2. ELD teachers will begin providing instruction and support following initial assessments in August

ACTION STEP 6

Small group tutoring for students performing below grade level:

1. Teachers offer after-school tutoring 2 days a week for all students in core subjects
2. Contracted tutors offer after-school tutoring 4 days a week to expand access and lower teacher-student ratios

RELATED FOCAL POINT

6: Interventions

TIMELINE

1. After school tutoring for all students will begin within the first two weeks
2. Supplemental after school tutoring for student subgroups will begin within the first two weeks

ACTION STEP 7

Support staff to support the needs of individual students to increase access to appropriate resources and reduce disruption to academic programs:

1. Health Office Staff to respond to student physical health concerns and events and reduce probability of widespread outbreaks
2. Licensed counselor to address student social and emotional concerns, provide counseling and mediation
3. Psychologist to evaluate students for Exceptional Education Services
4. McKinney-Vento Liaison to identify, immediately enroll and minimize disruption to academic programs for students experiencing homelessness in collaboration with parents and guardians

RELATED FOCAL POINT

6: Interventions

TIMELINE

1. Health Office Staff will be available to address student concerns throughout the year
2. Licensed counselor will be available within the first two weeks
3. Psychologist will be available to conduct evaluations throughout the year on an as-needs basis
4. McKinney-Vento Liaison will be available throughout the year

ADDITIONAL GOAL

Develop resources and tools for teachers to provide effective enrichment when students have demonstrated mastery of required content/skills.

ACTION STEPS WITH IDENTIFIED NEED

ACTION STEP 1

Increase opportunities for high performing students to be challenged and perform:

1. Research, develop and distribute list of enrichment project ideas for reading and math to teachers.
2. Increase awareness among staff by featuring existing projects in staff meeting presentations, school newsletters and social media.
3. Share outcomes in professional learning community meetings.

RELATED FOCAL POINT

7: Enrichment

TIMELINE

1. Develop and distribute resources in quarter 1.
2. Call attention to completed projects as they occur and in quarterly meetings.
3. Share outcomes during quarterly professional learning community meetings.