



School Improvement Plan

Southside Special Educ School

Niles Community Schools

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NILES, MI 49120-3863

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
2017-2018 Southside School Improvement Plan	
Overview	6
Goals Summary	7
Goal 1: We will increase reading achievement for all students	8
Goal 2: Will increase math achievement for all students	10
Goal 3: 75% of all students will demonstrate growth in Reading	12
Goal 4: 75% of all students will demonstrate growth in math	14
Goal 5: Southside School will improve the school culture and safety within our building in order to maximize classroom instructional time	17
Activity Summary by Funding Source	22

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"See Goals and Plans in ASSIST"	

2017-2018 Southside School Improvement Plan

Overview

Plan Name

2017-2018 Southside School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase reading achievement for all students	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$6000
2	Will increase math achievement for all students	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3000
3	75% of all students will demonstrate growth in Reading	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$6800
4	75% of all students will demonstrate growth in math	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$6300
5	Southside School will improve the school culture and safety within our building in order to maximize classroom instructional time.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$2000

Goal 1: We will increase reading achievement for all students

Measurable Objective 1:

A 5% increase of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading fluency and comprehension in English Language Arts by 05/30/2014 as measured by State assessment, NWEA, and formative assessments in data teams..

Strategy 1:

Data Teams - Data Teams will meet regularly to measure pre and post instructional knowledge. Goals will be set for each instructional period base on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The post-assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Dibels & Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The work of reviewing and monitoring progress in reading fluency/comprehension within the data team process, and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Other			09/05/2017	06/15/2020	\$2000	Other	Curriculum Director, Building Administrator, Teacher Consultant, Teachers

Activity - Marzano Instructional Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Southside Special Educ School

All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/30/2016	06/15/2020	\$1000	Title II Part A	Building and district administrators
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Strategy 2:

Writing activities as part of the curriculum - The Collins Writing Program is one of the programs designed to simultaneously improve students' thinking and writing skills. The unique program develops thinking skills through Five Types of Writing assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes the Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category:

Research Cited: Collin, John. "Summarizing to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Gunning, Thomas. (2012). Building Literacy in Secondary Content Area Classrooms. Boston, MA: Allyn & Bacon

Lucas, Lisa, J. "He Said, She Said: Using Student Feedback to Improve Instruction & Learning." NMSA, Middle Ground (February 2011)

Lucas, Lisa J. "Awake, Accountable, and Engaged." The National Teaching & Learning Forum Volume 19 Number 6 (October 2010)

Tier:

Activity - Writing-across- the-curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development in writing across the curriculum.	Other			09/05/2017	06/15/2020	\$2000	Other	Director of Curriculum, Building Administrator, Teacher Consultant, Teachers

Activity - MAISA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement the MAISA writing or reading units	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$1000	Title II Part A	Building and District administrators

Goal 2: Will increase math achievement for all students

Measurable Objective 1:

A 5% increase of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 05/29/2015 as measured by State assessments, NWEA, and formative assessments in data teams..

Strategy 1:

Data Teams - Data Teams will meet regularly to measure pre and post instructional knowledge. Goals will be set for each instructional period base on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies/interventions are listed and followed. The post-assessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Marzano Instructional Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan
Southside Special Educ School

All teachers will receive training in implementing instructional strategies found in Marzano's instructional framework	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$1000	Title II Part A	Building and district administrators
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Strategy 2:

Writing-across-the-curriculum - The Collins Writing Program is one strategy designed to simultaneously improve students' thinking and writing skills across-the-curriculum. The unique program develops thinking skills through Five Types of Writing assignments and can be easily used in any content area. Collins Writing is based on two essential principles: 1) thinking and writing skills develop with experience and practice, and 2) it is almost impossible to be both a creative thinker (generating new ideas) and a critical thinker (evaluating existing ideas) at the same time. The Collins Writing Program presents a model for writing-across-the-curriculum. At its very core is the belief that writing enhances the learning process of any subject at any level. To help teachers encourage students to think and write, it is a proprietary model for a writing-to-learn, writing-across-the-curriculum program that defines and utilizes the Five Types of Writing assignments and the outcomes expected for each. Thus, Collins Writing is effective in all subject areas.

Category:

Research Cited: Collin, John. "Summarizing to Get the Gist." ASCD, Educational Leadership (June 2012, Volume 69, Number 9).

Lucas, Lisa J. "Write More, Grade Less: Five Practices for Effectively Grading Writing." The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85:4, 136-140(2012).

Gunning, Thomas. (2012). Building Literacy in Secondary Content Area Classrooms. Boston, MA: Allyn & Bacon

Lucas, Lisa, J. "He Said, She Said: Using Student Feedback to Improve Instruction & Learning." NMSA, Middle Ground (February 2011)

Lucas, Lisa J. "Awake, Accountable, and Engaged." The National Teaching & Learning Forum Volume 19 Number 6 (October 2010)

Tier:

Activity - Writing activities as part of the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development in writing-across-the-curriculum.	Other			09/05/2017	06/15/2020	\$2000	Other	Director of Curriculum, Building Administrator, Teacher Consultant, Teachers

Goal 3: 75% of all students will demonstrate growth in Reading

Measurable Objective 1:

75% of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills through increased growth in Reading by 06/01/2016 as measured by DIBELS, AimsWeb, Brigance, and NWEA .

Strategy 1:

Data Teams - The intent is to improve outcomes for all students while providing immediate supplemental supports to students at risk for poor learning outcomes. The components include:

1. All students will be screened three times a year using a valid and reliable Universal Screening tool to identify students in need of intervention or enrichment.
2. Staff will monitor progress and effectiveness of the supports provided to students on a regular basis.
3. Staff will participate in an ongoing collaborative data based decision making process. This process will allow staff to make data based decision with the focus on the needs of the students.

These components provide a research based framework for delivering high quality instruction and intervention customized to individual student needs.

Category:

Research Cited: <https://dibels.org>

<http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model>

www.fcrr.org

<http://www.coedu.usf.edu/schoolpsych/Faculty/batsche.html>

Tier: Tier 3

Activity - Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Southside Special Educ School

Staff will ensure that all students are screened three times a year using AIMSweb assessments to identify students in need of intervention and enrichment.	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$1800	Special Education	Principal, All Staff
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use DIBELS progress monitoring general outcome measure to measure student performance and progress.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/15/2020	\$1000	Special Education	Principal, All Staff

Activity - Data Based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in an ongoing collaborative data based decision making process to: 1. Identify areas for instructional & behavioral improvement to meet the needs of all learners. 2. Ensure that students are placed in appropriate evidenced based instructional and behavioral interventions or enrichment with appropriate depth and rigor to increase achievement.	Academic Support Program	Tier 3	Evaluate	09/05/2017	06/15/2020	\$2500	Special Education	Principal, Data Team Leaders, All Staff

Activity - Professional Learning & Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Southside Special Educ School

<p>The building principal and district/building leadership team will ensure that all staff receive professional development and coaching to create awareness, fluency, and common language in the use of the components. Professional development will ensure that staff is trained on how to administer, score, and enter data for the AIMSweb probes on the benchmarking and progress monitoring assessments. Professional development will ensure staff is able to read, analyze and interpret data reports to ensure integration of academic and behavior support and discussions occur during data team meetings. Professional support will be given to instructional staff from district quality instructional coaches, school principal through staff meetings and during other identified professional development.</p>	Professional Learning	Tier 3		09/05/2017	06/15/2020	\$1000	Special Education	Principal, Building Leadership, All Staff
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Activity - Parent and Guardian Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will provide regular and accessible opportunities for engaging families in understanding and supporting their child's progress (parent/teacher conferences, home visits). Staff will initiate opportunities to engage families in order to develop deeper understanding of each child's progress from home, community and cultural perspectives. Staff will ensure that parents and guardians are provided a school handbook that describes district and school policies for student behavior and academic achievement (behavior expectations, grading, attendance, etc.).</p>	Parent Involvement	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$500	Special Education	Principal, All Staff, Leadership Team

Goal 4: 75% of all students will demonstrate growth in math

Measurable Objective 1:

School Improvement Plan

Southside Special Educ School

75% of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in skills through increased growth in Mathematics by 06/01/2016 as measured by AimsWeb, Brigance, and NWEA.

Strategy 1:

Data Teams - The intent of the Data Teams is to improve outcomes for all students while providing immediate supplemental supports to students at risk for poor learning outcomes. This includes:

1. All students will be screened three times a year using valid and reliable Universal Screening tool to identify students in need of intervention enrichment.
2. Staff will monitor progress and effectiveness of the supports provided to students on a regular basis.
3. Staff will participate in an ongoing collaborative Data-based decision making process. This process will allow staff to make data-based decisions with the focus on the needs of the students.

Category:

Research Cited: <http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model>

www.fcrr.org

<http://www.coedu.usf.edu/schoolpsych/Faculty/batsche.html>

Tier: Tier 3

Activity - Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will ensure that all students are screened three times a year using AIMSweb assessments to identify students in need of intervention and enrichment	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$1800	Special Education	Principal, All Building Leadership, and All Staff

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use formative assessments- pre and post tests to monitor and measure progress with the new Math Curriculum and with Brigance.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/15/2020	\$1000	Special Education	Principal, Building Leadership, and All Staff

Activity - Data Based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in an ongoing collaborative data based decision making process to: 1-Identify areas for instructional & behavioral improvement to meet the needs of all learners. 2-Ensure that students are placed in appropriate evidenced based instructional and behavioral interventions or enrichment with appropriate depth and rigor to increase achievement.	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$2000	Special Education	Principal, Building Leadership, All staff

Activity - Professional Learning & Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal and district/building leadership team will ensure that all staff receive professional development and coaching to create awareness, fluency, and common language in the use of the components. Professional development will ensure that staff is trained on how to administer, score, and enter data for the AIMSweb on the benchmarking and progressing monitoring assessments. Professional development will ensure staff is able interpret data reports as they relate to the math curriculum to ensure integration of academic and behavior support and discussions occur during data team meetings. Professional support will be given to instructional staff from district quality instructional coaches, school principal through staff meetings, and during other identified professional development.	Professional Learning	Tier 3		09/05/2017	06/15/2020	\$1000	Special Education	Principal, Building/District Leadership, All Staff

Activity - Parent and Guardian Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will provide regular and accessible opportunities for engaging families in understanding and supporting their child's progress (parent/teacher conferences, home visits). Staff will initiate opportunities to engage families in order to develop deeper understanding of each child's progress from home, community and cultural perspectives. Staff will ensure that parents and guardians are provided a school handbook that describes district and school policies for student behavior and academic achievement (behavior expectations, grading, attendance, etc.).</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/05/2017</p>	<p>06/15/2020</p>	<p>\$500</p>	<p>Special Education</p>	<p>Principal, Building Leadership, All Staff</p>
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Goal 5: Southside School will improve the school culture and safety within our building in order to maximize classroom instructional time.

Measurable Objective 1:

collaborate to maintain a focus program to improve climate and culture by 05/27/2016 as measured by a decrease in discipline referrals.

Strategy 1:

Positive Behavioral Interventions and Supports - School-Wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

School-wide PBIS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety.

Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- *Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- *Generous quantities of positive staff attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- *Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

Category:

Research Cited: Alberto, P. & Troutman, A. (2008). Applied behavior analysis for teachers 8th Edition. Prentice Hall Inc: Upper Saddle River, NJ.
www.mypearsonstore.com/bookstore/product.asp?isbn=0131592890

Conroy, M., Sutherland, K., Snyder, A., & Marsh, S. (2008). Classwide interventions effective instruction makes a difference. Teaching Exceptional Children, 40(6), 24-30.

Cipani, E. (2007, 3rd Ed.). Classroom management for all teachers-plans for evidenced-based practice. Upper Saddle River, NJ: Prentice-Hall, Inc.
www.pearsonhighered.com

Sprick, R. (2006). Discipline in the secondary classroom. Research Press: Champaign, IL.

Sprick, R., Garrison, M. & Howard, L. (1998). CHAMPS: A proactive and positive approach to classroom management. Longmont, CO: Sopris West

The Tough Kid Book (1992). Rhode, G., Jenson, W.R. & Reavis, H.K.; Tough Kid Tool Box (2000). Jenson, W.R., Rhode, G. & Reavis. H. K. and The tough kid parent book: Why me? (2002). Jenson, W.R., Rhode, G. & Hepworth Neville, M. Longmont, CO: Sopris West. www.sopriswest.com

Witt, J., LaFleur, L., Naquin, G. & Gilbertson, D. (1999). Teaching effective classroom routines. Longmont, CO: Sopris West
 Tier: Tier 1

Activity - Establish positive behavior expectations, lesson plans & teach behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify three to five core behavioral values for the school. Staff will define positive behavior expectations and teach expectations to students in each setting within the school and shared with families. Staff will develop written lesson plans that provide direct instruction on the behavior expectations. Staff will develop practice sessions that are scheduled throughout the year to support learning and the maintenance of behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team, All Staff

School Improvement Plan

Southside Special Educ School

Activity - Design systems for positive acknowledgement and reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a system of positive reinforcement to be implemented with all students demonstrating the positive behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team, All Staff

Activity - Data Based Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The PBIS team will ensure that School-wide behavioral data should be readily available to staff.</p> <p>Staff will participate in an ongoing collaborative Data-based decision making process to:</p> <p>Staff will identify areas for instructional & behavioral improvement to meet the needs of all learners.</p> <p>Staff will ensure that students are placed in appropriate evidenced based instructional and behavioral interventions</p> <p>Staff will discuss how are we doing overall, identify most frequent problems, locations, times, students, grades, etc. What are the patterns? Develop a few summary statements leading to areas of focus.</p>	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team & All Staff

Activity - Implement a Multi-Level Prevention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a multi-level prevention system that allows students to have access to increasingly intense levels of behavioral or academic instruction and interventions based on identified need	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team-All Staff

Activity - Establish data collection system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Southside Special Educ School

Staff will establish a data collection system that includes: an office referral or behavior incident form to gather the following information: Staff making referral, Type of problem behavior, Location of incident, Time of incident, Others involved in incident, Teacher actions, Administrative actions, Optional category: Possible motivation for the behavior	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team & All Staff
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Building Leadership Team will ensure all staff receive in-service training to review SW-PBIS plans and to include them in changes, updates, and feedback for improvements. Building leadership team will work and have access to a PBIS consultant that can advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary. Staff will have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation. Staff will receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms. Staff will have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$500	Section 31a	Building Leadership Team & All Staff-

Activity - Develop Protocols and Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Principal and Building Leadership Team (BLT) will develop protocols and procedures that include dates and roles and responsibilities for implementing SW-PBIS (i.e. teaching expectations, when to reteach, guest teacher, etc.)	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2020	\$0	No Funding Required	Building Leadership Team & All Staff

School Improvement Plan

Southside Special Educ School

Activity - Parent & Community Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent orientation on the school's behavior expectations and system of behavior support through open house, back to school night, and other parent meetings in the community. On-going posting of the school behavior expectations in s school newsletter. Daily, weekly communication between home and school for individual students.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$500	Section 31a	Building Leadership Team & All Staff

Activity - Safe & Civil Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for the Core Behavioral Team- to enhance the Positive Learning Environment	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2020	\$1000	Title II Part A	Building Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing activities as part of the curriculum	Continued professional development in writing-across-the-curriculum.	Other			09/05/2017	06/15/2020	\$2000	Director of Curriculum, Building Administrator, Teacher Consultant, Teachers
Writing-across- the-curriculum	Continued professional development in writing across the curriculum.	Other			09/05/2017	06/15/2020	\$2000	Director of Curriculum, Building Administrator, Teacher Consultant, Teachers
Dibels & Read Naturally	The work of reviewing and monitoring progress in reading fluency/comprehension within the data team process, and then filling out the data team forms for each unit of instruction is the key toward this strategy.	Other			09/05/2017	06/15/2020	\$2000	Curriculum Director, Building Administrator, Teacher Consultant, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement a Multi-Level Prevention System	Staff will develop a multi-level prevention system that allows students to have access to increasingly intense levels of behavioral or academic instruction and interventions based on identified need	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	Building Leadership Team-All Staff

School Improvement Plan

Southside Special Educ School

Data Based Decision Making	The PBIS team will ensure that School-wide behavioral data should be readily available to staff. Staff will participate in an ongoing collaborative Data-based decision making process to: Staff will identify areas for instructional & behavioral improvement to meet the needs of all learners. Staff will ensure that students are placed in appropriate evidenced based instructional and behavioral interventions Staff will discuss how are we doing overall, identify most frequent problems, locations, times, students, grades, etc. What are the patterns? Develop a few summary statements leading to areas of focus.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	Building Leadership Team & All Staff
Establish positive behavior expectations, lesson plans & teach behavior expectations	Staff will identify three to five core behavioral values for the school. Staff will define positive behavior expectations and teach expectations to students in each setting within the school and shared with families. Staff will develop written lesson plans that provide direct instruction on the behavior expectations. Staff will develop practice sessions that are scheduled throughout the year to support learning and the maintenance of behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	Building Leadership Team, All Staff
Develop Protocols and Procedures	The Building Principal and Building Leadership Team (BLT) will develop protocols and procedures that include dates and roles and responsibilities for implementing SW-PBIS (i.e. teaching expectations, when to reteach, quest teacher, etc.)	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2020	\$0	Building Leadership Team & All Staff
Design systems for positive acknowledgement and reinforcement	Staff will develop a system of positive reinforcement to be implemented with all students demonstrating the positive behavior expectations.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$0	Building Leadership Team, All Staff
Establish data collection system	Staff will establish a data collection system that includes: an office referral or behavior incident form to gather the following information: Staff making referral, Type of problem behavior, Location of incident, Time of incident, Others involved in incident, Teacher actions, Administrative actions, Optional category: Possible motivation for the behavior	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2020	\$0	Building Leadership Team & All Staff

Section 31a

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

Southside Special Educ School

Professional Development	Principal and Building Leadership Team will ensure all staff receive in-service training to review SW-PBIS plans and to include them in changes, updates, and feedback for improvements. Building leadership team will work and have access to a PBIS consultant that can advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary. Staff will have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation. Staff will receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms. Staff will have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$500	Building Leadership Team & All Staff-
Parent & Community Engagement	Parent orientation on the school's behavior expectations and system of behavior support through open house, back to school night, and other parent meetings in the community. On-going posting of the school behavior expectations in s school newsletter. Daily, weekly communication between home and school for individual students.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$500	Building Leadership Team & All Staff

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Staff will use formative assessments- pre and post tests to monitor and measure progress with the new Math Curriculum and with Brigance.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/15/2020	\$1000	Principal, Building Leadership, and All Staff

School Improvement Plan

Southside Special Educ School

Parent and Guardian Engagement	Staff will provide regular and accessible opportunities for engaging families in understanding and supporting their child's progress (parent/teacher conferences, home visits). Staff will initiate opportunities to engage families in order to develop deeper understanding of each child's progress from home, community and cultural perspectives. Staff will ensure that parents and guardians are provided a school handbook that describes district and school policies for student behavior and academic achievement (behavior expectations, grading, attendance, etc.).	Academic Support Program, Behavioral Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$500	Principal, Building Leadership, All Staff
Parent and Guardian Engagement	Staff will provide regular and accessible opportunities for engaging families in understanding and supporting their child's progress (parent/teacher conferences, home visits). Staff will initiate opportunities to engage families in order to develop deeper understanding of each child's progress from home, community and cultural perspectives. Staff will ensure that parents and guardians are provided a school handbook that describes district and school policies for student behavior and academic achievement (behavior expectations, grading, attendance, etc.).	Parent Involvement	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$500	Principal, All Staff, Leadership Team
Data Based Decision Making	Staff will participate in an ongoing collaborative data based decision making process to: 1. Identify areas for instructional & behavioral improvement to meet the needs of all learners. 2. Ensure that students are placed in appropriate evidenced based instructional and behavioral interventions or enrichment with appropriate depth and rigor to increase achievement.	Academic Support Program	Tier 3	Evaluate	09/05/2017	06/15/2020	\$2500	Principal, Data Team Leaders, All Staff
Universal Screening	Staff will ensure that all students are screened three times a year using AIMSweb assessments to identify students in need of intervention and enrichment	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$1800	Principal, All Building Leadership, and All Staff
Data Based Decision Making	Staff will participate in an ongoing collaborative data based decision making process to: 1-Identify areas for instructional & behavioral improvement to meet the needs of all learners. 2-Ensure that students are placed in appropriate evidenced based instructional and behavioral interventions or enrichment with appropriate depth and rigor to increase achievement.	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$2000	Principal, Building Leadership, All staff

School Improvement Plan

Southside Special Educ School

Professional Learning & Staff Development	The building principal and district/building leadership team will ensure that all staff receive professional development and coaching to create awareness, fluency, and common language in the use of the components. Professional development will ensure that staff is trained on how to administer, score, and enter data for the AIMSweb on the benchmarking and progressing monitoring assessments. Professional development will ensure staff is able interpret data reports as they relate to the math curriculum to ensure integration of academic and behavior support and discussions occur during data team meetings. Professional support will be given to instructional staff from district quality instructional coaches, school principal through staff meetings, and during other identified professional development.	Professional Learning	Tier 3		09/05/2017	06/15/2020	\$1000	Principal, Building/District Leadership, All Staff
Professional Learning & Staff Development	The building principal and district/building leadership team will ensure that all staff receive professional development and coaching to create awareness, fluency, and common language in the use of the components. Professional development will ensure that staff is trained on how to administer, score, and enter data for the AIMSweb probes on the benchmarking and progress monitoring assessments. Professional development will ensure staff is able to read, analyze and interpret data reports to ensure integration of academic and behavior support and discussions occur during data team meetings. Professional support will be given to instructional staff from district quality instructional coaches, school principal through staff meetings and during other identified professional development.	Professional Learning	Tier 3		09/05/2017	06/15/2020	\$1000	Principal, Building Leadership, All Staff
Progress Monitoring	Staff will use DIBELS progress monitoring general outcome measure to measure student performance and progress.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/15/2020	\$1000	Principal, All Staff
Universal Screening	Staff will ensure that all students are screened three times a year using AIMSweb assessments to identify students in need of intervention and enrichment.	Academic Support Program	Tier 3	Getting Ready	09/05/2017	06/15/2020	\$1800	Principal, All Staff

Title II Part A

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

Southside Special Educ School

Safe & Civil Training	Training for the Core Behavioral Team- to enhance the Positive Learning Environment	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2020	\$1000	Building Administration
Marzano Instructional Framework	All teachers will receive training in implementing instructional strategies found in Marzano's instructional framework	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$1000	Building and district administrators
MAISA	Teachers will be trained to implement the MAISA writing or reading units	Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2020	\$1000	Building and District administrators
Marzano Instructional Framework	All teachers will receive training in implementing instructional strategies found in Marzano's Instructional Framework	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/30/2016	06/15/2020	\$1000	Building and district administrators