

South Elementary School

MSD of Martinsville

Corporation # 5925

School # 6344



**School-Wide Improvement Plan
2022-2023 School Year**

SIP For The

2022-2023 School Year

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II. Introduction

CORPORATION: Metropolitan School District (MSD) of Martinsville

SCHOOL: South Elementary

ADDRESS: 500 Artesian Ave.
Martinsville, IN 46151

PHONE: 765-349-1486

FAX: 765-349-5247

WEBSITE: <https://www.msdmartinsville.org/south-elementary/>

COUNTY: Morgan

ORGANIZATION: PK - 6

CORPORATION NUMBER: 5925

SCHOOL NUMBER: 6344

ENROLLMENT: 268

PRINCIPAL: Mrs. Melody Meyer

SUPERINTENDENT: Mr. Eric Bowlen

SUBMISSION DATE: September 30, 2022

2022-2023 IMPROVEMENT AND STAFF DEVELOPMENT PLAN PREVIEW

SCHOOL IMPROVEMENT GOALS

- South Elementary will score at or above the state average on the math ILEARN assessment.
- South Elementary will score at or above the state average on the ELA ILEARN assessment.
- South Elementary will average 96% or above on the overall attendance rate.

SCHOOL IMPROVEMENT SUB GOALS

- At the EOY, South Elementary NWEA data will show an average of all grade levels in math of at least 45% or more of students in the high average and high categories (61% or higher).
- At the EOY, South Elementary NWEA data will show an average of all grade levels in reading/ELA of at least 45% or more of students in the high average and high categories (61% or higher).

STAFF DEVELOPMENT STRATEGIES

- Conduct Math and Reading Success groups that will meet at least 4 days a week
- Use Lexia combined with individual and/or small group instruction during Reading Success at least 4 days a week
- Use/Implement programs/assessments given for each grade level
- Develop a plan by grade level for students to track and own their data
- Conduct 60 minutes for math and 90 minutes for reading a day
- Grades 2-4 will switch students for math block
- Continue training so that all teachers teach lessons and become certified in digital citizenship
- Follow Curriculum maps for math and reading
- Use built-in collaboration time added to master schedule for grade levels
- Implement classroom incentives for learning and knowing math facts
- Provide ability grouping in classrooms and grade levels for math and reading
- Provide after school clubs
- Provide opportunities for buddy program
- Practice Open-Ended questions
- Know and integrate grade level standards
- Meet weekly in PLCs
- Implement LAMP (Language Acquisition for Motor Planning) to continue our support of being a Center of Excellence
- Implement the use of Study Island into each grade level's schedule
- Implement BRT (Building Relationship Time) from 8:25-8:40AM daily
- Implement counseling programs to meet student needs
- Implement school wide de-escalation techniques
- Implement School-Wide Expectations using common vocabulary

- Implement Communications Plan
- Integrate Communication skills into daily curriculum
- Implement nurture groups and TBRI practices into the school day once a week
- Implement OG into the reading block for Kindergarten, First, Second, and Third Grade
- Meet weekly with the RtI team and provide interventions to at-risk students.
- Use Tier I activities to increase, maintain, or enrich reading comprehension skills
- Develop a sense of and implement writing prompts and anchor papers
- Continue to implement a proactive, team approach to behavior and emotional support of “our” students’ needs
- Implement instructional practices to promote problem solvers, collaboration, communication, responsibility, and respect.

School and Community Description

South Elementary School was built in 1990 for a cost of \$4,906,466. The building contains 58,208 square feet on 12 acres of land. The building was constructed with a pupil capacity of 472 students with 30 teaching stations. The facility includes an administrative office area, clinic, library, video recording studio, two performance stages, guest waiting area, counseling office, sensory room, hallway sensory walk, cafeteria, art room, large group instruction room, a gymnasium, and an ADA accessible playground. The school building is air-conditioned and well maintained. The building underwent a complete restoration during the summer of 2008 due to flooding at a cost of approximately \$2,000,000. Areas addressed during the remodel were floors, walls, heating and cooling, ceilings, cafeteria freezer/cooler, and mechanical items such as electrical and plumbing.

Located in the southeastern region of Martinsville, Indiana, South Elementary serves on average 260 students from pre-k to fourth grade including fifth grade for our applied, life skills class. The current enrollment is 268 students. As one of seven elementary schools in the Metropolitan School District of Martinsville, South Elementary draws students from a city with a population of approximately 14,000. Students attending South Elementary come from upper-middle to low-income families living in subdivisions, apartments, mobile homes, homeless shelter, or on small family farms. Factories, schools, retail, food chains, and small businesses provide job opportunities for families served by South Elementary.

There are 17 certified full-time teachers, 3 certified teachers that share schools, 13 non-certified instructional assistants, a full time counselor, one full-time secretary, a full-time school nurse, a school psychologist one day a week, media specialist, full-time Adult/Child services, and a full-time administrator. One of the full time teachers is a communications/technology teacher to focus on our communications skills. Instructional

assistants work in the Title 1 program, ELL, and special education classes. The support staff includes: three custodians, two lunchroom aides, a cafeteria manager, and two cafeteria workers.

There are many unique features at South Elementary School. We work diligently to get parents connected through social media. We offer Facebook, Instagram, Twitter, Dojo, SES Rewind, school website, and email to stay connected with our families. “HERO” is a program to catch kids being HELPFUL, ENCOURAGING, RESPECTFUL, and ON TASK. Our school district has adopted a nurture based component called TBRI: Trust-Based Relational Intervention. Students will have weekly lessons to reinforce the importance of building a trusting relationship with their teacher and peers.

South Elementary has experienced several changes in the past years. Our school has added a CHAMPS (Creative Hardworking Artesians Managing Problems Successfully) program, a district program, to help students struggling with behavior issues become successful in the classroom. South uses schoolwide NWEA testing to aid with our RTI process in meeting the needs of all students. We have both math and reading success times. We use various assessments to monitor students' achievements and needs. We are using “Lexia” as our guide to place students in their reading success groups. We offer keyboarding to our second and third graders' curriculum. Dojo is a schoolwide program that we have adopted that connects parents/teachers immediately on behavioral issues and shows positive behaviors also.

Challenges that we face at South Elementary are low socioeconomic families. For the 2021-2022 school year, 48.68% of students qualified for free/reduced. Currently for the 2022-2023 school year, 61.34% of students qualified for free/reduced. This change could be due to students having free lunches during the 2021-2022 school year. Our school has a very transient population which influences low parental involvement. After the flood of 2008, our school experienced the loss of several families due to losing their homes or businesses. In addition, as a corporation, we are in the process of creating several focus-based schools. Therefore, a student's area of interest may determine the elementary school the student chooses to attend. This also has played a role in enrollment numbers.

South Elementary School focuses on being a School of Communication. South Elementary is a magnet School of Communications. Our three focus areas are Oral Communication, Visual Literacy, and Media Literacy. Our students are actively involved in various projects throughout the year geared toward communications. Some projects will include filming SES Rewind, putting on reader theaters, broadcasting, puppet shows, making brochures and newsletters, learning other ways to communicate (Sign Language, Tucker, and the Lamp communication device), journalism, TV production, visual arts, and more. In 2022, South Elementary School of Communications became a Center of

Excellence through our initiatives and continued work with LAMP). Every grade level will focus on different aspects of communication throughout the year.

Program Offerings

- Title I Pre-School
- 90 Minute Reading Block
- 30 Minute Success Time for both Math and Reading
- Technology, 1:1
- Title I
- CHAMPS Program-District Behavior Program
- Social/Emotional Groups
- MoMD Program-District Applied Skills Program
- Resource Support
- High Ability Enrichment Program-District Program
- Communications Forum - Examples: Drama Performances, Journalism, Visual Arts, TV Production, & Other Forms of Communication Such as: Sign Language, Tucker Signing, Foreign Language, Flipgrid and LAMP
- Orton Gillingham Phonics Program for Grades K-3
- Trust-Based Relational Intervention (TBRI)

Clubs/Teams

- Honor Choir
- Robotics
- Chess
- Art
- MATH Bowl (Academic competition)

Assessment Instruments

- ILEARN
- IREAD3
- IAM
- Lexia
- ESGI
- WIDA (ELL)
- NWEA
- CogAT, Terra Nova, Inview (High Ability)

Description and Location of Curriculum

The Metropolitan School District of Martinsville, including South Elementary, has created an academic standards guide for each teacher to utilize in his/her classroom instruction. This Curriculum Guide is written to reflect the Indiana State Academic Standards. The guide rates the Indiana standards by levels of mastery and associates each standard with the appropriate level of Bloom's Taxonomy. Local curriculum maps are located online for each grade and teacher to access and follow. The curriculum maps are aligned to State Standards.

III. South Elementary Vision-Mission-Core Beliefs

Vision Statement

At South Elementary School of Communications, we are a learning community that provides students the skills necessary to be active, productive, and responsible citizens while empowering students through communications.

Mission Statement

Empowering students through communications and life-long learning

Core Convictions

- We believe that each child is capable of achieving their personal best when presented with educational materials and methods that match their cognitive levels and learning styles.
- We believe that our excellent school has invested itself in the goal setting, planning, and progress monitoring to insure successful students.
- We believe that we should teach the skills necessary for our students to become active and productive citizens of our society.
- We believe that our school should create an atmosphere of respect and shared responsibility among school staff, parents, students, and the community.

IV. PLAN FOR SUBMISSION/ UPDATING SCHOOLWIDE PLAN

The purpose of the school improvement team is to lead the staff of South Elementary in the creation, implementation, and revision of a school improvement plan that addresses high student achievement. The following members collaborated throughout the school year to evaluate and amend the school improvement plan. They would meet with designated groups to communicate progress, solicit suggestions, and answer questions regarding the improvement plan.

South Elementary School Improvement Team is as follows:

Name	Position
Melody Meyer	Principal
Julie Wadlington	School Counselor
Ashley Lucas	4 th Grade Teacher
Jessica Hostetter	3 rd Grade Teacher
Tricia Anderson	3rd Grade Teacher
Rita Richards	2 nd Grade Teacher
Leah Ferrand	1st Grade Teacher
Melanie Scrougham	Kindergarten Teacher
Sarah Neff	Special Education Teacher
Taylor Stewart	Special Education Teacher
Julie Sullivan	Title I Teacher
Jessica Taylor	Special Area Teacher
Robin Reid	Non-certified Instructional Assistant
Bethany Willard	Parent

V. Components of School-wide Plan

1. **Comprehensive Needs Assessment**

Student and Staff discussion as well as ongoing monitoring of student data determined the needs of South Elementary. The data was collected and analyzed to design the action plan goals. ILEARN, IAM, IREAD3, Lexia and NWEA scores were used for grades K-6 student achievement. The needs assessment revealed the need to provide intervention for students not meeting benchmarks in the area of reading and math.

2. **Implementation of Reform Strategies that focus on achievements, needs of at-risk and low-achieving students, scientifically-based research**

South Elementary School teachers utilize Lexia, NWEA, and math and reading pre/post tests to identify and monitor strengths and challenges of all students. Interventions such as small group instruction, and before/after school tutoring can be provided on this data. South Elementary will continue implementing the Response to Intervention (RTI) process during the 2022-2023 school year. The responsibility for the development of this process lies with the South RTI Team.

3. **Instruction by highly qualified teachers (Highly Qualified Tables on pages 13-17)**

M.S.D. of Martinsville Schools employs only instructional personnel who meet the definition of highly-qualified. All South Elementary teachers are certified through the Indiana Professional Standards Board and meet the requirements of a highly qualified teacher as defined under NCLB 2001 by the following unless noted in the chart (emergency license or working toward degree):

- Pass the Praxis II
- Pass the National Teacher Exam (NTE) Specialty Test
- Score at least 100 points on the High Objective Uniform State Standard Evaluation (HOUSSE) Rubric

All School-wide Program paraprofessionals hired to provide instructional support must meet the NCLB definition of highly-qualified regardless of program assignment or funding in one of the following ways unless noted in the chart (district wide program paraprofessionals):

- Complete two years at an institution of higher education, or possess an Associate's Degree or higher.
- Successfully complete the Paraprofessional exam.

4. Professional Development for all Appropriate Staff

Professional development is a key asset to help the staff become more knowledgeable on subject matter particularly in mathematics and language arts. Our goal is to give the students the best possible education and reach or go above our school-wide goals. We believe in shared learning amongst our staff that once a staff member has been taught up-to-date subject matter or useful tools they teach it to the rest of the staff members. Training includes educating staff in OG, TBRI, Communication, De-escalation techniques, Digital Citizenship, Technology, best teaching practices, Math textbook series, safety, and first aid.

5. Attract high-quality teachers

M.S.D. of Martinsville School Corporation works to attract and retain highly qualified teachers. Employment opportunities are posted on the school website, the Indiana Department of Education website, as well as local colleges and universities. First year teachers are enrolled in a mentoring program that provides ongoing support for two years. Teachers have the opportunity to earn additional income through coaching, sponsoring clubs, student teaching, and tutoring. Teachers are eligible for salary increases when they complete a Master's degree, and again when they complete 30 credit hours beyond their Masters degree.

6. Increase parental involvement, especially literacy services

Parents of South Elementary students will be given the school and district website, which has a comprehensive list of educational websites listed by grade. Parents are encouraged to participate in school activities and be a part of the school's PTO program. Parents can also access information via social media such as South's Twitter, Facebook, Instagram, and YouTube accounts. All calls and emails are also sent to parents to keep them informed. Another way that we involve parents is our monthly school-wide newsletter as well as grade level and teacher newsletters. These are sent out via e-mail and posted on the school website. Teachers also use Class Dojo to communicate with parents on a daily basis.

6a. Description of how the school will provide individual academic assessment results to parents

Four midterm reports, along with four report cards will be sent home at various times during the year. ILEARN and IREAD3 results will also be sent home. The Family Access program gives parents the opportunity to view assignments and test scores online throughout the year, as well.

6b. Strategies to involve parents in the planning, review, and improvement of the school wide plan

This plan will be discussed at PTO meetings. South parents serve as members of the Title I Parent Advisory Council and the School Improvement Committee.

7. Assist in Transition from Early Childhood programs

The Title I parent coordinator meets with the Head Start representative to develop an appropriate transition to kindergarten. Head Start provides preschool opportunities to children of families that cannot afford the costs of preschool. Community members are informed, via newspaper and flyers about kindergarten round-up. At kindergarten round-up, pre-kindergarten students are introduced to South Elementary staff members. Parents are able to review the school wide programs and tour the building.

A certified teacher for kindergarten readiness assesses pre-kindergarten students in the summer using ESGI. The students are provided take-home skill packets based upon results of those assessments. Kindergarten Camp is offered prior to the start of the year to work on basic skills and school procedures. Title I preschool is now offered 4 days a week. This program helps prepare students for the learning environment and readiness for kindergarten.

Along with transition opportunities for preschool/Kindergartners, we also have transition opportunities for our fourth grade students who enter the intermediate school. The special education students all have transition conferences with the staff at the intermediate school. The principal from the intermediate school visits each elementary school to have discussion about expectations and procedures for the fifth grade year. Students are provided an opportunity to ask questions at this time. Fourth grade students also have the opportunity to visit the intermediate school in the spring.

8. Inclusion of teachers in use of data-driven instructional decisions

Faculty and staff participate in data-driven instructional decisions through participation on the Leadership team and PLCs as part of the school improvement process. Data analysis at and across grade level is utilized to determine how our resources can be best directed to enhance classroom instruction to increase student achievement. The committee developed goals. It was determined that Professional development for the staff is an essential part of our improvement process.

9. Activities and programs that ensure timely additional assistance

Additional intervention times are provided to students struggling to meet academic standards at grade level through before, during, and after-school. Title I reading teachers provide daily assistance to students in grades K-4 who are not meeting academic achievement standards. In addition, and through inclusion, special education teachers meet with all students on a daily basis that have I.E.P.s and that require assistance in the areas of language, math, and reading.

10. Coordination and Integration of Federal, State, and Local Funds

South Elementary and the MSD of Martinsville works diligently to make sure all funds are being used appropriately and effectively to ensure our students, staff, and community are getting the best educational system possible. The M.S.D. of Martinsville School Corporation has chosen not to combine federal, state, and local funds. The M.S.D. of Martinsville School Corporation is aware that option is available. Although the M.S.D. of Martinsville chooses not to combine funds, South Elementary considers all available monies before making decisions as to how funds will be spent. Great care is taken to ensure that all Title I funding is used to supplement, not supplant programs. Based upon our comprehensive needs assessment, South Elementary plans to coordinate the following program efforts:

- Title I, Part A (No Child Left Behind)
- Title II, Part A (Preparing, Training, and Recruiting Highly Qualified Staff)
- Title II, Part D (Enhancing Education through Technology)
- IDEA (Individuals with Disabilities Act)

Highly Qualified Teachers

Teacher Name:	Teaching Assignment:	<p>Indicator of HQ status on Verification Form:</p> <p>To be Highly Qualified in a Core Academic Subject Area a teacher must have:</p> <p>A bachelor's degree;</p> <p>A valid Indiana Teaching License in the Core Academic Subject area;</p> <p>Must have completed ONE of the following:</p> <ul style="list-style-type: none"> Passed the National Teacher Core Academic Subject area education exam(s); Passed ETS's Praxis II Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; Passed Indiana (Pearson) CORE Assessment Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; Earned 100 points on the HOUSSE rubric in the Core Academic Subject (CAS) area by the end of the 2006-07 school year (for veteran teachers only); Earned National Board Certification in the Core Academic Subject (CAS) area; Completed at least 24 college credit hours in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only; Earned a Master's Degree or Ph.D. in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only. 	Location of Verification Form and supporting documentation
Melanie Scrougham	KDG Teacher	Bachelor's degree Elementary Teaching License Passed Praxis II	Central Office – HR Files

April Shover	KDG Teacher	Bachelor's degree Elementary Teaching License Passed Praxis II	Central Office- HR Files
Leslie Arthur	1st Grade Teacher	Bachelor's Degree Elementary Teaching/SPED Teaching License Passed NTE	Central Office – HR Files
Leah Ferrand	1st Grade Teacher	Bachelor's degree Elementary Teaching License Passed NTE	Central Office – HR Files
Flynn Hilderbrand	Music Teacher	BME Degree Fine Arts Teaching Certificate Passed Praxis	Central Office – HR Files
Rita Richards	2nd Grade Teacher	Bachelor's degree (Masters)Elementary Teaching License Passed NTE	Central Office – HR Files
Kathy Crawmer	2nd Grade Teacher	Bachelor's degree Elementary Teaching License Passed NTE	Central Office – HR Files
Jessica Hostetter	3rd Grade Teacher	Bachelor's degree (Masters) Elementary Teaching License 100 Points on HOUSEE	Central Office – HR Files
Tricia Anderson	3rd Grade Teacher	Bachelor's degree (Masters) Elementary Teaching License; Kindergarten Endorsement Passed NTE/100 Points	Central Office – HR Files

		on HOUSEE	
Ashley Lucas	4th Grade Teacher	Bachelor's degree, Elementary Teaching License Passed Praxis and content area exams	Central Office – HR Files
Samantha Harris	4th Grade Teacher	Bachelor's degree Elementary Teaching License Passed content area exams	Central Office – HR Files
Julie Sullivan	Title I Teacher	Elementary Teaching License Bachelor's degree Passed Praxis	Central Office – HR Files
Diane Cook	PE Teacher	Physical Education Teaching License (K-6) Passed the NTE	Central Office – HR Files
Lauryn Epperson	Special Education Teacher	Bachelor's Degree SPED License PK-12 Passed Praxis	Central Office- HR Files
Daniel Davis	Special Education Teacher	Bachelor's Degree Special Education License Passed Praxis	Central Office – HR Files
Taylor Stewart	Special Education Teacher	Bachelor's Degree-TAL Degree, K-6 Elementary Special Ed. Passed Content area exams	Central Office – HR Files
Sarah Neff	Special Education Teacher	Bachelor's Degree Masters Education Degree in Teaching Students with Disabilities Passed content exams	

Erin Wolff	Technology/Communications	Emergency License for Elementary Education	
Julie Warren	School Counselor	Bachelor's Degree-Elementary Ed., Masters Degree-School Counseling, passed Praxis & School Counseling Exam	Central Office – HR Files
Jessica Wells Taylor	Long Term Sub for Art Teacher	Associate's Degree Fine Arts K-12 certification; passed Core exams; Enrolled in classes toward teaching degree	

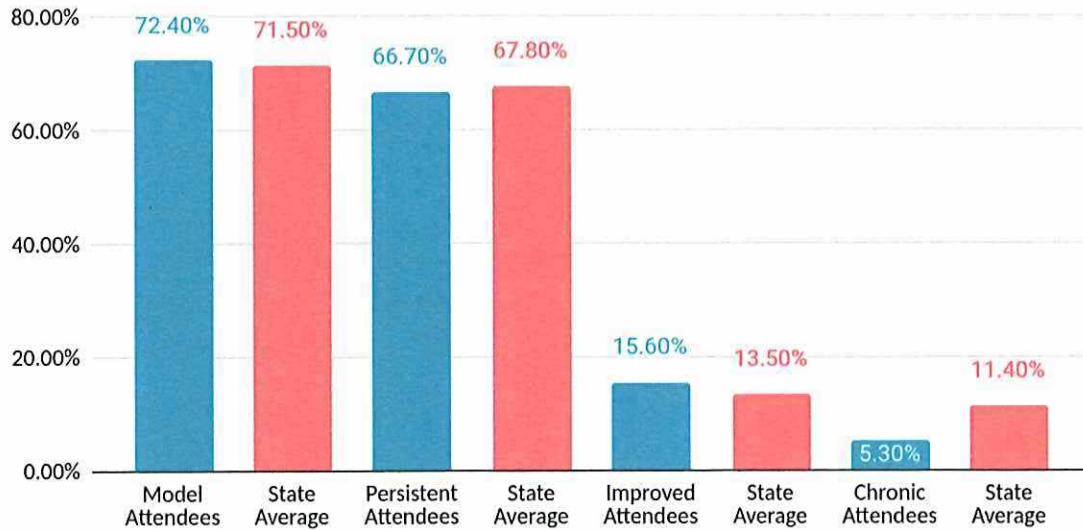
Highly Qualified Paraprofessionals

Paraprofessional's Name	Assignment	Indicator of being Highly Qualified
Carol Durbin	Media Specialist	2 years college
Linda Clark	Title I Aide	Para Pro
Jacinda Stout	Title 1 Aide	Para Pro/2 years college
Paula Megl	Special Education Aide (district program)	Technical Certification
Bethany Willard	Special Education Aide (district program)	Para Pro
J.J. Clark	Special Education Aide (district program)	Associate Degree
Heidi Hurst	Special Education Aide (district program)	Para Pro
Michele Lowry	Special Education Aide	Para Pro
Carrie Fleener	Special Education Aide	Associates Degree
Brookelyn Brown	Special Education Aide	

	(district program)	
Kaitlyn Eldridge	ELL Aide	Technical Certification
Heather Johnson	Special Education Aide (district program)	ParaPro
Joan Tannehill	Title I PreK Teacher	Passed Praxis
Cindy Pottorff	Secretary	ParaPro
Julie Courtney	Nurse	Bachelor in Science of Nursing
Dana Huntsman	Special Education Aide (district program)	
Dannille Huber	Special Education Aide (district program)	Technical Certification
Robin Reid	Special Education Aide	Bachelor Degree

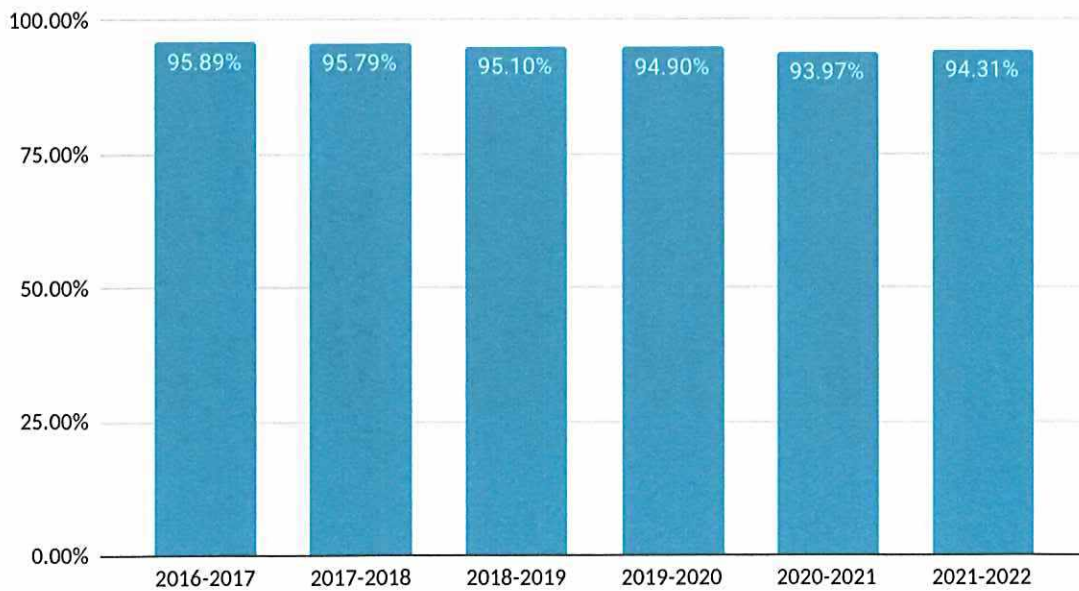
VI. School Data

Attendance Information for South Elementary 2020-2021



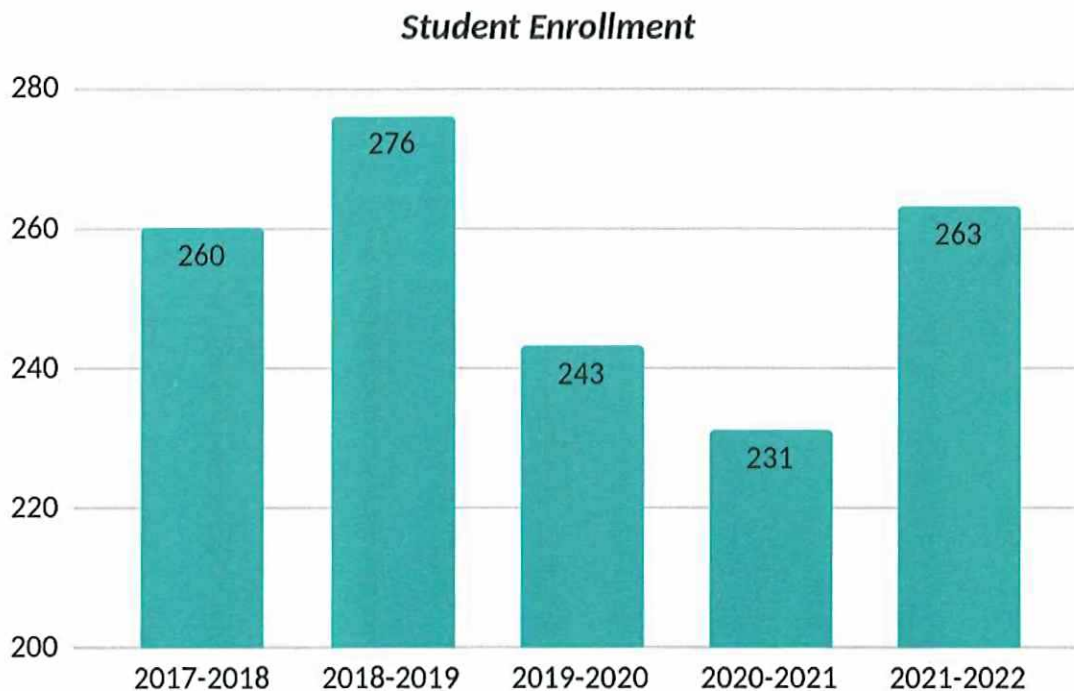
Attendance Information for South Elementary 2020-2021

South Elementary Attendance Rates



Attendance: The attendance rate stays around the average of 95%. It does fluctuate year to year. This could be attributed to enrollment numbers, parent involvement, illnesses, and home life of our current students. An automated daily call is given for any student that is not in attendance. It is expected for parents to call in and inform the office if their child will not be in school. Follow up on absentees is given by office staff, counselor, and district attendance officer. This follow up consists of sending letters, phone calls, and home visits. Information is sent out during flu season reminding parents on tips to keep their students healthy. The custodians work to keep our building clean and sanitized. Due to Covid, attendance incentives have not been in place. Attendance outside Covid related items, is still tracked and followed up on per guidelines.

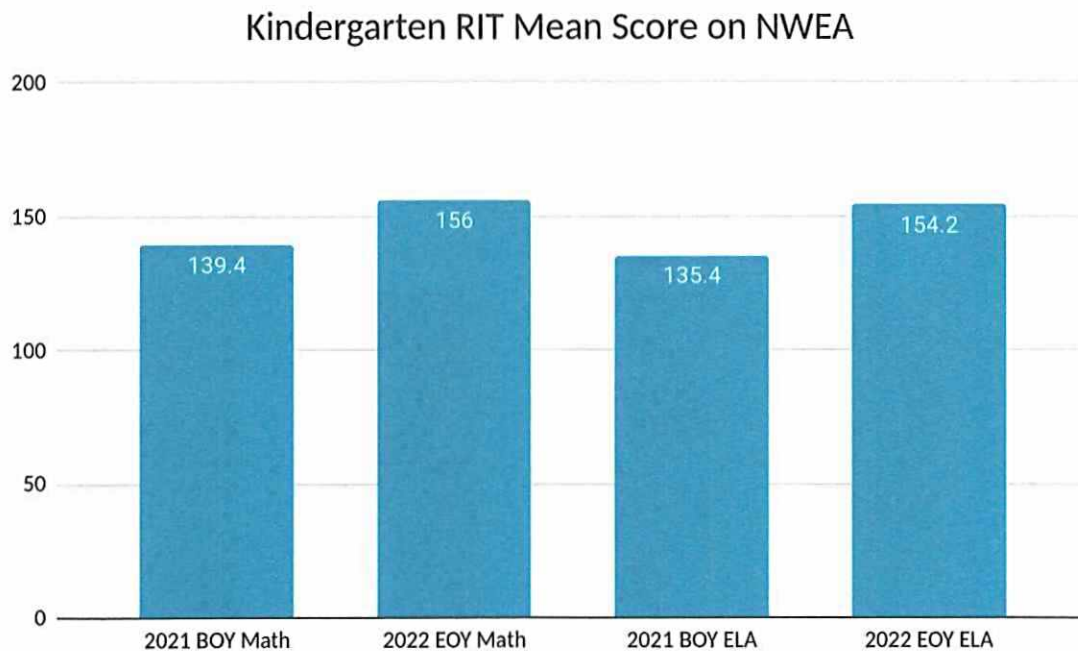
Implications: With the ever changing demographics, it is imperative that we continue to monitor attendance of students. They must be at school to continue their learning if they are not sick. We must continue to follow up on chronic absenteeism and keep parents informed about safety precautions.



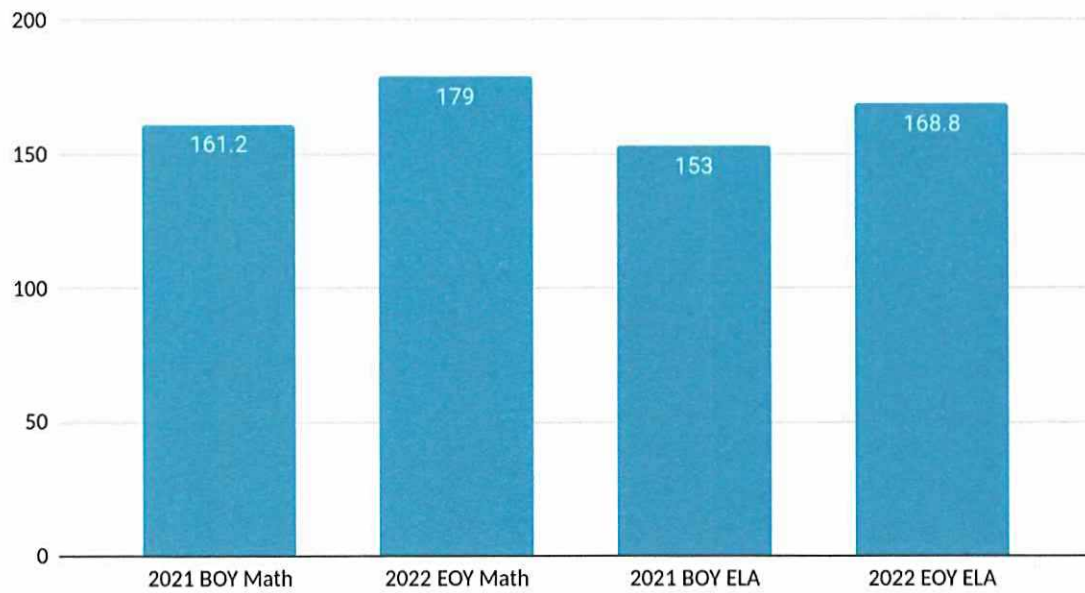
Enrollment: Prior to the 2017-2018 school year, the district reconfigured the grade levels at the various schools. South became a K-4, with the exception of the MoMD program that goes through 5th grade, school where fifth graders moved to an intermediate

school. In 2018-2019, PreK was added. Therefore, the enrollment has remained steady with a slight increase moving into the 2018-2019 school year. In 2019, we did see a drop in enrollment. Enrollment usually varies due to our community demographics and families moving due to employment and other situations out of the school's control. Due to Covid and the guidelines put in place, enrollment did decline again for the 2020-2021 school year. We continue to grow with different Covid guidelines and housing options growing.

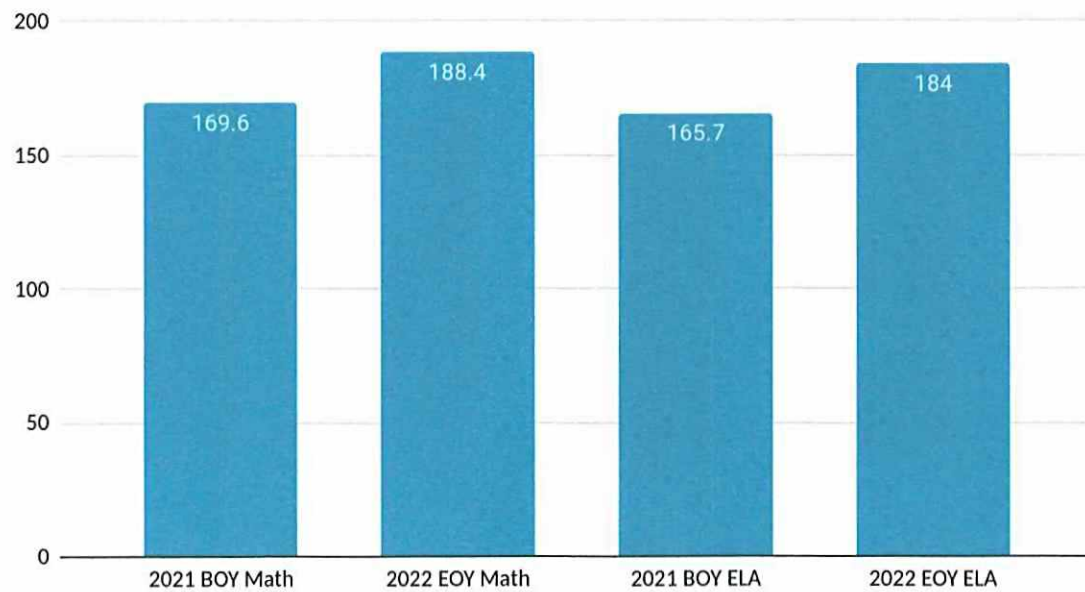
Implications: We will continue to monitor district and school enrollment. We will offer programs to meet the needs of our students and parents. We will continue to offer kindergarten orientation and post this information about our school and events on social media and other community resources.



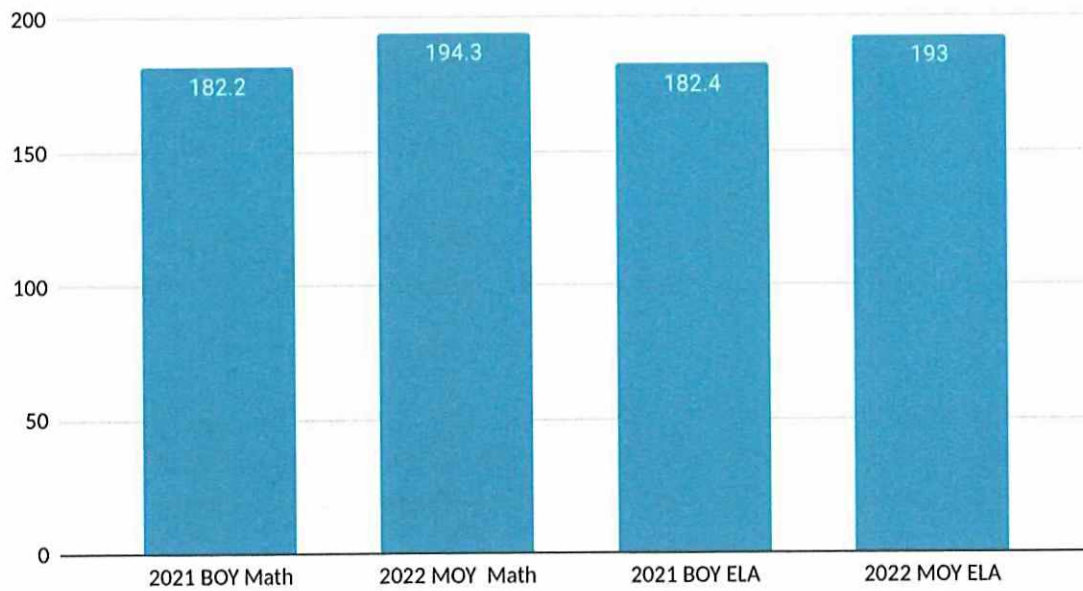
First Grade RIT Mean Score on NWEA



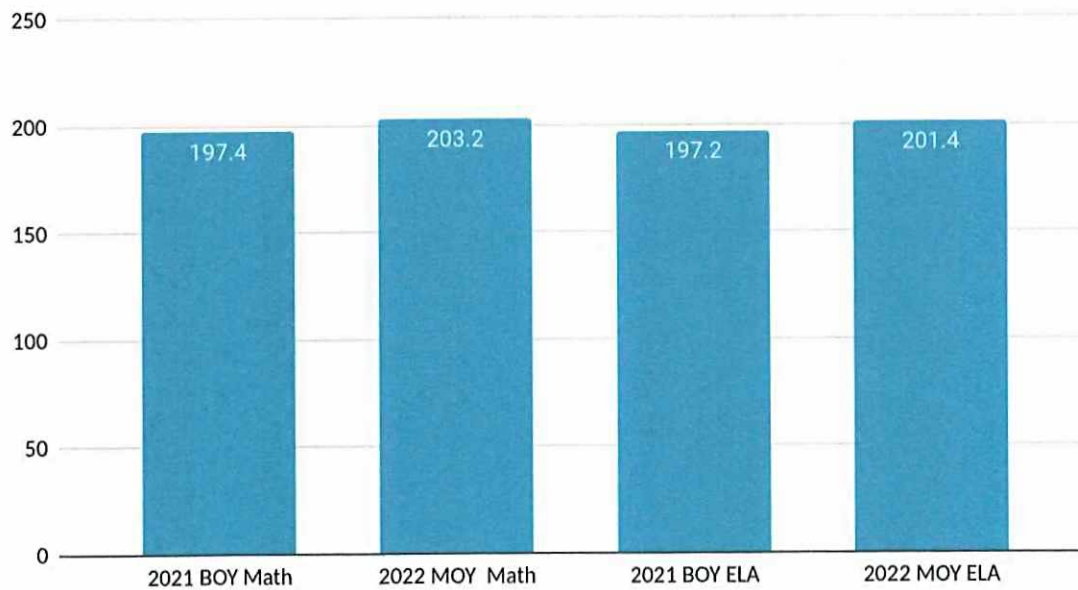
Second Grade RIT Mean Score on NWEA



Third Grade RIT Mean Score on NWEA

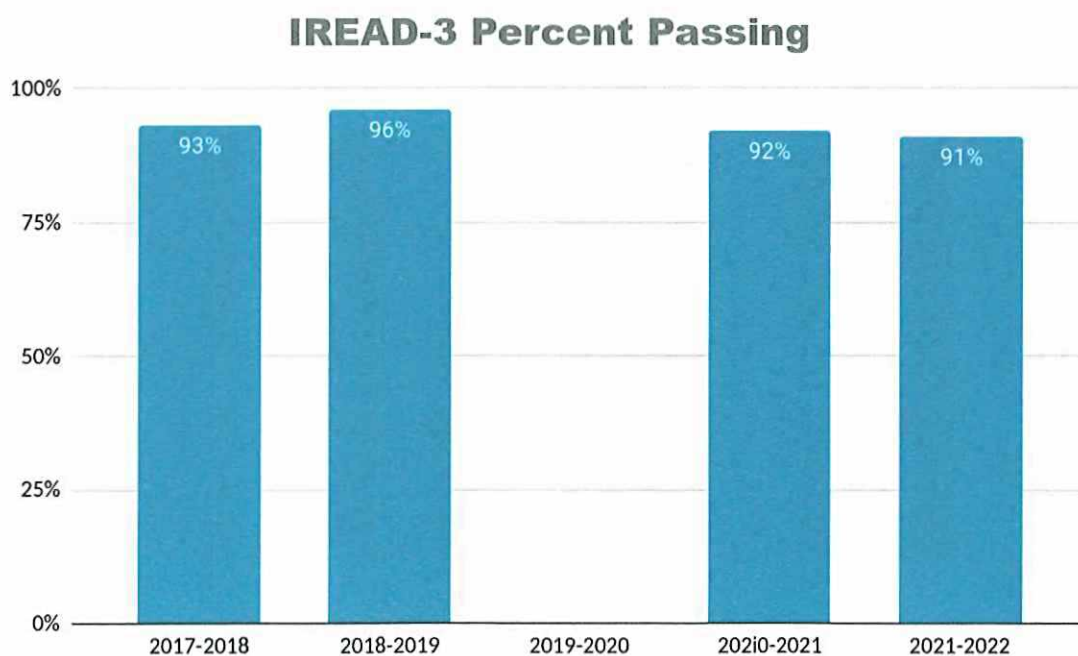


Fourth Grade RIT Mean Score on NWEA



NWEA ASSESSMENT: South Elementary began using NWEA mid-year during the 2015-2016 school year. During the 2015-2016 school year South Elementary was learning about the NWEA program and how the program can help us better instruct our students. We started using the data for success groups in the 2016-2017 school year. We use NWEA data for grouping students into skill groups for intervention instruction. We use the data to help drive our instruction and tier 1 teaching practices. The data is analyzed during PLCs.

IMPLICATIONS: All grade levels showed an increase in both math and reading from the Beginning of the Year to the Middle of the Year or the End of the Year on NWEA for the 2021-2022 school year. Third and fourth grade students did not take the End of the Year NWEA due to other assessments.



IREAD3: Indiana Reading Evaluation and Determination (IREAD) is a summative assessment developed in accordance with Public Law and is given in the spring to students in third grade. The purpose of the assessment is to measure foundational reading standards through third grade in the areas of nonfiction text, literary text, and vocabulary. Data from Spring 2016 indicated overall scores have dropped, but the percentage of percent passing went back up for the 2016-2017 school year and continues to increase. The percent passing continues to be above 90%, reaching 96% passing for 2018-2019. Due to Covid, students did not take the IREAD3 assessment during the 2019-2020 school year. However, coming back after students were doing some virtual learning, the percent passing continues to be above 90%.

Implications: Through instruction and RtI groups an emphasis needs to be placed on correct reading levels, comprehension and vocabulary. Instruction and student groups should be based upon data from various reading assessments throughout the year to focus on individual student needs.

Spring 2021 ILEARN							
Grade	Subject	Overall Percent Proficient	State Percent Proficient	Percent Above Proficiency	Percent At Proficiency	Percent Approaching Proficiency	Percent Below Proficiency
3	ELA	38	39	15	23	13	49
3	Math	51	49	23	28	18	31
4	ELA	41	40	18	24	18	41
4	Math	35	44	3	32	21	44
4	Science	32	36	12	21	24	44

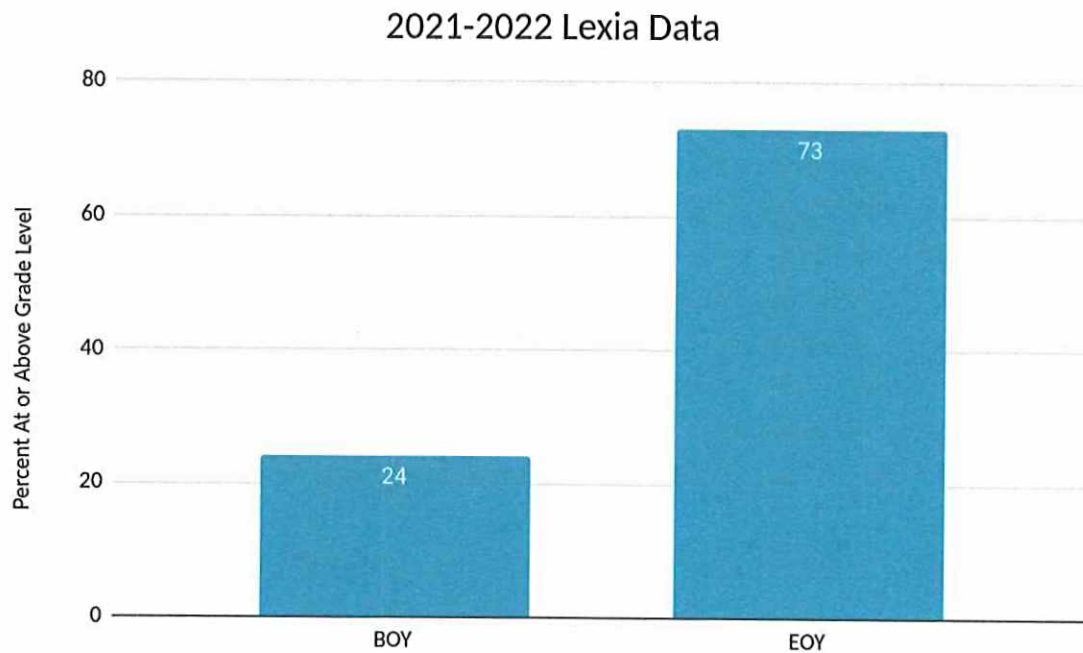
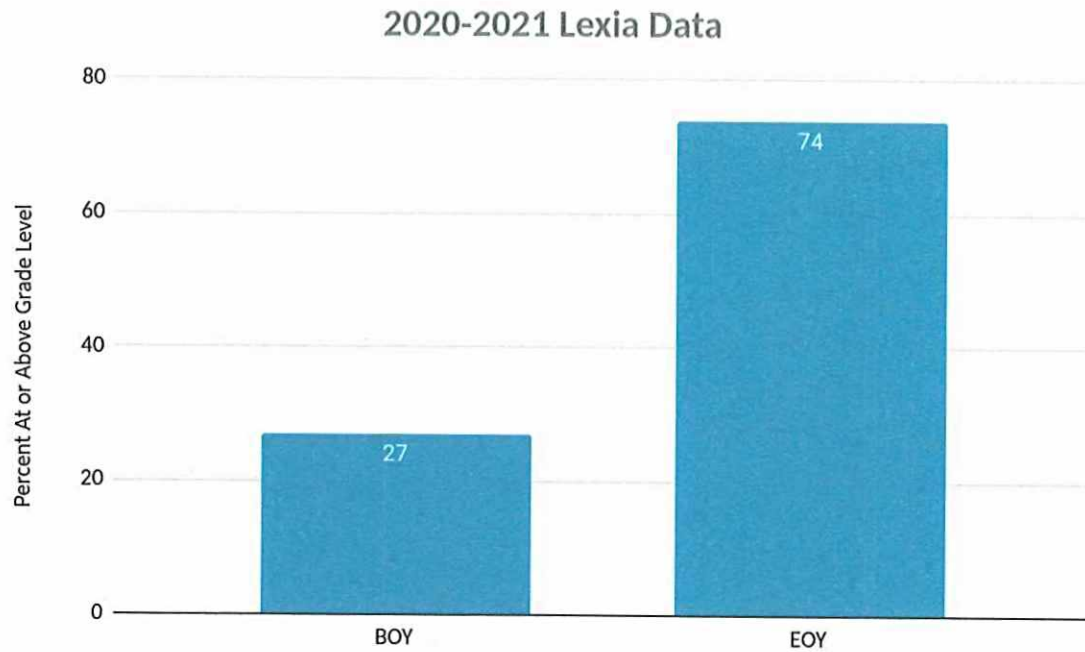
Spring 2022

ILEARN

Grade	Subject	Overall Percent Proficient	District Percent Proficient	State Percent Proficient
3	ELA	32	35	41
3	Math	49	53	52
4	ELA	18	40	41
4	Math	32	55	48
4	Science	23	40	38

ILEARN: Indiana Learning Evaluation Assessment Readiness Network was given for the first time in the Spring of 2019. The assessment measures student achievement and growth according to Indiana Academic Standards. In the Spring of 2020 students did not take the ILEARN due to being at home with Covid protocols. Students did take the ILEARN in the spring of 2021, but the school still had students on elearning out periodically due to Covid guidelines. We will continue to analyze data and provide curriculum and interventions to meet student needs. We will continue with Reading and Math Success groups to focus on individual needs. Lexia will continue to be used during Reading Success time. Writing time and opportunities will be increased.

Implications: Through Success groups and a focus on tier 1 classroom instruction, it is imperative that we continue to place an emphasis on Reading/Language Arts and Math. We must continue to look at standards and provide rigorous activities and assessments throughout the year to prepare students to move towards mastery. We will provide more writing opportunities to foster good writing and a love for writing.



Lexia:

This reading program is used daily to help support teachers in providing differentiated instruction for students of all abilities. This program provides students instruction in the six areas of reading, targeting skill gaps, and giving teachers the data and

student-specific resources they need for individual or small-group instruction. Students work independently to develop critical reading and language skills through individualized, motivating learning paths.

Implications: Students strive to complete the levels of Lexia by mastering reading skills. The students are recognized as they complete a level. In 2018-2019, 72% of students started below grade level. By the end of the year that percentage decreased to 17% of students below grade level. At the end of the year 54% of students were above grade level. During the 2020-2021 school year, 27% of students were at or above grade level at the beginning of the year on the program. By the end of the year, 74% of students were at or above grade level. We continued to see similar trends in 2021-2022. With the gains from implementing this program, we will continue to use the program with fidelity.

Notable Achievements & Additional Information

South Elementary faculty continuously seeks ways to enrich and support students academically, socially, and emotionally. South Elementary incorporates Trust-Based Relational Intervention (TBRI) to teach students self-regulation strategies and to build strong relationships with teachers and students at school. The MSD of Martinsville adopted TBRI as a framework for meeting the social and emotional needs of our students.

One reading program offered to the students at South Elementary is Lexia Core5 Reading. This differentiated program provides literacy instruction to children of all abilities through consistent involvement with this program on student iPads or Chromebooks. Not only does this research-based program offer personalized learning through motivating activities, it also provides specific data to teachers that can effectively be used to remediate or enrich specific reading concepts or skills. Students also use their personalized progress monitoring data to create and work toward reading goals. As students pass levels throughout the program, they earn and are recognized for becoming Lexia Superstars.

Special recognition is given to students who achieve perfect attendance, earn straight "A"s, achieve a perfect score on the IREAD3 assessment, and display exemplary character. Straight "A"s are recognized in the South Elementary newsletter. These students also earn a red carpet lunch with the principal. Also, students who average at least a 3.5 GPA, may be chosen by their teacher to receive the Presidential Award at the end of 4th grade. South recognizes good CHARACTER every week by holding a weekly drawing for prizes for students in each grade that have earned a HERO (H=Helpful, E=Encouraging, R=Respectful, O=On Task) slip during the week.

South Elementary School offers a variety of club activities throughout the school year. This year, South Elementary is offering Robotics, a Chess Club, Art Club and an Honor Choir. Robotic team members work together to design, build, program, and test a robot in which they then use to compete in this year's VEX IQ Competitions. South Elementary has offered a Chess Club for approximately 20 years. Students in grades 2-4 are welcome to learn and play chess. Not only is this a great social opportunity, but it also helps the students learn strategy, decision making, thinking skills, sportsmanship, and builds confidence while having fun. Honor Choir will allow students in grades 3-4 the opportunity to learn, practice, and perform songs with a group of peers that share their love of singing. Art club allows students to focus on their creativity.

South Elementary also offers opportunities for students to spend quality time with their families at various events throughout the year. PTO sponsors Bounce Back to School, Grandparents Night, and a Fall Harvest. We also have various concerts throughout the year. We will have a Communications Showcase and Related Arts night in the Spring. These are opportunities for families to come out to the school and enjoy fun activities together.

Although our students use technology throughout their school day, many need more time and experience with keyboarding and different computer applications. Technology is included as one of the weekly specials for students in K-4 in order to progressively strengthen student abilities to use technology in their daily learning. Touch Screen chromebooks are used by K-1 students. Students in grades 2-4 use Chromebooks.

South Elementary students participate in a Week of Coding. Each teacher presents an hour-long lesson for coding for their students. During the 2020-2021 school year, South Elementary became a Common Sense school by earning their certification in digital citizenship. This initiative continues to be a priority as digital citizenship lessons are taught in the classroom and in technology.

South Elementary earned a Certificate of Excellence in LAMP. This was a school wide initiative. There was a staff wide LAMP training in August of 2018 to help with this recognition.

South Elementary is the "Communication" elementary in the district. This allows our students to learn all areas of communications from writing newsletters to working on the school yearbook to video recording our daily announcements on YouTube. Students will be learning reporting, photography, and filming. South Elementary hopes to be on the forefront of future communication and technology.

South Elementary is currently on social media on Facebook, Instagram, school website, and Twitter to help recognize student achievements and keep parents informed. Students participate in daily announcements that are viewed by all students and teachers and are available on YouTube.

South Elementary has been fortunate enough to have had a very hands-on Parent Teacher Organization (PTO). The PTO offers fundraising opportunities to be able to provide additional items for staff and students. The PTO latest purchase for the students was replacing two large pieces of playground equipment. They provide many resources for teachers and students. In addition, they provide many opportunities for parents to be involved in the school and various activities.

Communication with school and home is important. Class Dojo is used school-wide along with class notes, e-mails and phone calls home. Newsletters are posted on the website and sent home electronically with upcoming events and programs.

Here at South Elementary we believe building relationships is an important part of highly effective teaching. Teachers at South Elementary have all participated in Trust Based Relational Intervention training. Teachers will integrate this training into their daily interactions with their students and co-workers, as well as through weekly nurture groups.

The Kindergarten, First grade, Second grade, and Title 1 teachers at South Elementary are Reading Specialists after attending Orton Gillingham training through the M.A. Rooney Foundation, in the summer of 2019. During the summer of 2020, second grade teachers took an online OG training through Invigorate Education. These teachers are using the Orton Gillingham Phonics Program in their classroom on a daily basis to improve reading skills for all students.

Parental Participation

South School offers parents numerous opportunities to become involved in school. We have high parent participation in the Kindergarten Orientation, Open House, “Welcome Back-to-School Night”, Grandparent’s Night, student musical programs, and after-school activities and clubs. The school is well supported by an active and caring Parent Teacher Organization. The P.T.O. sponsors room parties, Grandparents’ Night and a school wide Field Day. We also have volunteers that assist individual classes and/or teachers, supervise on field trips, and organize fundraisers and other events.

Technology as a Learning Tool

South Elementary School integrates technology into our classrooms to help prepare our students to succeed in our rapidly changing technological world. South School is 1:1. Students in grades K and 1 have access to a touch screen chromebook and students

in grades 2-4 have access to a chromebook. These devices support classroom projects and curriculum, gather and save data, and help with assessment of various state standards.

Our students participate in various networked and online programs to enhance our curriculum. The children practice their computer skills as they become more proficient with our school devices. Our teachers also have access to digital cameras, multimedia carts, and video equipment to use in their classrooms.

Safe and Disciplined Learning Environment

Our school provides a safe environment for all students and staff members. All doors are locked daily while students are present in the building. Visitors must identify themselves and state the reason for their visit before being admitted to the building. Visitors are required to register at the office and wear visitor badges throughout the building. We have a crisis team established to protect the students in the case of a threatening situation. A crisis drill is held annually. There is an intercom system in the building to provide communication with the office in case of an emergency. We have established school and bus rules to provide a safe and disciplined environment for the students. The school has implemented many steps to ensure a learning environment that is conducive to instruction and learning. These include:

- a. The Pledge of Allegiance is recited daily followed by a Moment of Silence.
- b. All new staff members, lunch visitors, and volunteers have a limited criminal background and sexual offender registry check completed before employment.
- c. Signs on all outside doors instruct visitors to report to the office.
- d. Fire drills are held monthly and other emergency drills are held as required.
- e. Emergency drill procedures are posted in every classroom.
- f. Each teacher is expected to maintain Substitute Teacher information that contains up to date lesson plans, class lists, seating charts, emergency plans, and a copy of the school rules.
- g. Students are supervised at all times.
- h. Bus evacuation drills are provided for all bus riders.
- i. A full-time counselor is available at school..
- j. Drug, alcohol, and tobacco and bullying prevention programs are presented annually.
- k. Body Safety Program is presented to the students annually.
- l. A telephone calling system is in place to notify students, staff, and community of weather delays, school information, and emergencies.
- m. South School is a designated SAFE PLACE facility.
- n. Crisis Team Members are certified in Crisis Prevention Intervention
- o. All staff completed ALICE training.

VII. ACTION PLAN

Teaching and Learning Goal 1

Goal 1: South Elementary students will score at or above the State average on the ELA ILEARN in the Spring of 2023.
Sub-Goal 1: At the EOY, South Elementary NWEA data will show an average of all grade levels in reading of at least 45% or more of students in the high average and high categories. Baseline: 30%

- Strategies:
 - RtI interventions
 - Differentiated Instruction
 - OG in grades K, 1, & 2
 - 90 minute reading block
 - Writing prompts
 - Literacy Centers
 - Common Writing Vocabulary
 - Reading Success time
 - Title I workshops
- Resources:
 - Lexia
 - Writing Prompts
 - Technology
 - OG materials
- Benchmarks:
 - NWEA assessments
 - Running Records
 - Common assessments
- Professional Development in Support of Strategies
 - NWEA review of data and interventions
 - Lexia training
 - Mini staff book study
 - Title I workshops
 - Teacher Instructional Meetings
 - Grade Level Meetings

- PLCs
- NIET
- Instructional Leadership Team meetings

Teaching and Learning Goal 2

<p>Goal 2: South Elementary students will score at or above the State average on the Math ILEARN in the Spring of 2023.</p>
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<p>Sub-Goal 2: At the EOY, South Elementary NWEA data will show an average of all grade levels in math of at least 45% or more of students in the high average and high categories (61% or higher).</p>
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<p>Baseline: 28%</p>

- Strategies:
 - RtI interventions
 - Differentiated Instruction
 - 60 minute math block
 - Khan Academy linked to NWEA
 - Math Centers
 - Math Facts Incentives
 - Math Success time
- Resources:
 - Khan Academy
 - Technology
 - Manipulatives
 - Happy Numbers
 - Reflex
- Benchmarks:
 - NWEA assessments
 - Common assessments
- Professional Development in Support of Strategies
 - NWEA review of data and interventions
 - Mini staff book study
 - Grade Level Meetings
 - PLCs-Brace Mapping of Standards
 - Instructional Leadership Team meetings
 - NIET

Additional Strategies and Activities

1. To make available staff development programs to address readiness and remediation factors
 - i. Existing programs and/or activities
 1. Staff Development Committee (Leadership Committee)
 2. Provide release time for staff members for the purpose of curriculum mapping and alignment-PLCs weekly (WELL Wednesdays)
 3. Coordinating instruction to state standards, analysis of student data, and to plan interventions
 4. NWEA Assessment (Grades K-4)
 5. Lexia (Grades K-4)
 6. OG (Grades K, 1, 2)
 7. Reading Series
 8. Dyslexia Screener
 9. Study Island
2. Target remediation areas at individual grade level through analysis of assessment data.
 - i. Existing programs and/or activities
 1. ILEARN Assessment (Grades 3-4)
 2. Title Reading Assessment (K-4)
 3. Regular Classroom assessments
 4. Lexia (Grades K-4)
 5. NWEA (Grades K-4)
 6. ESGI (Grades K & 1)
3. Remediation and academic programs to address readiness and remediation factors
 - i. Existing programs and/or activities
 1. ELL Intervention Aides
 2. Title One Reading
 3. Attendance officer and policies
 4. Art, Music, and P.E., Library, and Technology Curriculums support reading skills
 5. Expanded Differentiated Instruction
 - ii. Programs and/or activities
 1. Half Day PreK Program (4 days/week)
 2. Full Day Kindergarten
 3. Indiana University 401 and 101 Students
 4. Robotics, MATH Bowl, and Chess Teams
4. Develop Reading and Writing Skills
 - i. Existing programs and/or activities

1. Orton Gillilham
2. Daily oral language activities
3. Anchor Charts
4. Title One Reading
5. Reading Progress Monitoring
6. Grade level meetings to coordinate instruction
7. PLC's to implement interventions based upon common assessments
8. Writing Prompts.
9. Writing process curriculum aligned to state standards.
 - a. Writing Skill timeline
 - b. Pre-writing Maps
 - c. Stress Writing for a purpose
 - d. Scope and sequence of writing activities across the curriculum
5. Develop Problem Solving and Math Skills
 - i. Existing programs and/or activities
 1. Daily math problem to reinforce Problem Solving
 2. Grade level meetings to coordinate instruction
 3. PLC's to implement interventions based upon common assessments
 4. Daily Math Meeting with Math Calendar
 5. Technology
 6. Discussion and implementation of various strategies to solve a problem
 7. Increased math facts accountability
 8. Include problem solving activities across the curriculum as a priority
 9. Create, develop, and utilize an awareness that problem solving skills are universal
 10. Reflex, Happy Numbers, Math Seeds
 11. Study Island
6. Identify and remediate students in skill areas determined from Language Arts data.
 - i. Use the RTI model to monitor student progress and adjust instruction accordingly
 - ii. Provide RTI staff development activities for certified and non-certified staff.
 - iii. Lexia Program
9. Encourage Students to attend school on a regular basis
 - i. Attendance incentives (individual, classroom, and school-wide)
 - ii. Review and follow attendance policy
 - iii. TBRI training

VIII. PROFESSIONAL DEVELOPMENT PLAN

1. **Professional Development Plan Belief** – Professional development for the teaching staff is a high priority of South Elementary School. Staff members are encouraged to attend conferences and seminars. The following is a list of professional development strategies and activities for South School.
 - South School provides staff meetings and memorandums to keep the teachers and staff informed of current issues.
 - The school holds grade level meetings and/or weekly PLCs.
 - The school has identified goals to be addressed by the Professional Development materials will be distributed to the staff.
 - In house professional development is offered based upon the needs of the staff through a school-wide action plan.
2. **Professional Development Goals**
 - To provide opportunities for staff to grow via in house professional development based upon staff needs
 - To improve the management, collection, and analysis of student data in regards to individual student needs and school improvement
 - To become more effective teachers
 - To provide high quality classroom instruction through early intervention, frequent progress measurement, and intensive research-based instructional interventions
 - To share information and application to the staff from individuals attending outside professional development
3. **Cultural Competency Strategies**

Students are coming from a variety of home backgrounds. Programs that respond to cultural diversity include:

 - Encourage students to attend school on a regular basis.
 - Character Counts Program
 - Implementing the RTI model
 - All-school Title I services
 - English as a Second Language program
 - Half Day PreK and Full Day Kindergarten program
 - TBRI-Nurture groups
 - Sensory break opportunities

4. Evaluation of Professional Development Plan

- Data will be analyzed and evaluated annually to determine strengths and concerns of the staff development plan.
(Leadership Team and PLCs)
- Evaluation of professional development activities will be completed after each activity

IX. APPENDIX

Revised February 2022

MSD of Martinsville Title I Parent Involvement Policy*

Feb. 2022

The Title I Programs of the MSD of Martinsville are committed to building a strong parent-school partnership by following parental policy guidelines in accordance with the *Elementary and Secondary Education Act* as listed below:

Parent Involvement Policy Requirements

Through the use of written correspondence, conferences, surveys, meetings, and/or phone calls, each MSD of Martinsville Title I school pledges to:

- A) Invite all parents to an annual meeting held at a convenient time. The purpose of this meeting is to inform parents of the school's participation in Title I, Part A, and to explain the requirements of the program and the rights of parents. Title I parent policies, the Parent's Right-to-Know letter, and the School-Parent Compact will be distributed at the annual meeting, along with information about Indiana Academic Standards and the school's curriculum and assessments in use. Parents who cannot attend the annual meeting will receive the above information through classroom and/or digital distribution.
- B) Involve parents in the joint development of its district-wide parental involvement policy and the process of school review and improvement.
- C) Employ a Title I Parent Coordinator to provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities in order to improve student academic achievement and school performance.
- D) Build the school and parents' capacity for strong parental involvement through:
 - 1. Parent-teacher conferences and periodic written reports, which provide assistance to parents of children in understanding such topics as student academic achievement standards, how to monitor a child's progress, and how to work with educators to improve the achievement of their children.
 - 2. Assistance from the Title I Parent Coordinator, parents (as appropriate), and/or Family Service Coordinators to provide families with materials and training as they work with their children to improve their children's achievement. Such materials and training may include workshops on literacy development, use of technology in education, etc.
 - 3. In-services, book studies, surveys, and workshops to educate educators with the assistance of parents, in the value and utility of contributions of parents. This includes:

- How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and the school.
- E) Coordinate and integrate parental involvement strategies under Title I with strategies under other available programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-Run preschool programs.
- F) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part. This includes identifying barriers to parental participation in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to revise parental involvement policies and design strategies for more effective parental involvement.
- G) Invite parents to be involved in the activities of Title I schools.
- H) Provide opportunities for flexible meeting times (mornings, afternoons, and/or evenings) in order to allow parents the opportunity to attend meetings/conferences, formulate suggestions, review and distribute parent policies and the School-Parent Compact, share experiences with other parents, and participate in decisions relating to the education of their children.
- I) Provide full opportunities (to the extent practical) and other reasonable support for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This may include providing information and school reports required by the *Elementary and Secondary Education Act* (ESSA) in an understandable and uniform format with alternative formats in a language parents understand upon request.

If the Metropolitan School District of Martinsville's Title I Parent Involvement Policy is not satisfactory to the parents of participating children, the school district will submit parent comments with the plan when it submits the plan to the Indiana Department of Education.



"Due to the impact of COVID-19 some events may be held virtually and some forms of communication with families will be through electronic means."

*If the above information is needed in another language, please contact the classroom teacher or the school for assistance.

South Elementary Title I Parent Involvement Policy & School-Parent Compact*

*If this information is needed in another language, please contact your teacher and/or school.

**Due to the impact of COVID-19 some events may be held virtually and some forms of communication with families will be through electronic means.

South Elementary School of Communication Parent Involvement Policy**

Revised February 2022

Policy Involvement Components

South Elementary School pledges to:

1. invite all parents at a convenient time to an annual meeting/open house, by way of newsletters, spring flier, phone calls, and/or social media to inform parents of the school's participation in Title I, Part A, and their rights to be involved. There will also be a time for questions and comments along with distributing the Parent Policies, Parent Compact, Parent Right to Know, curriculum being used, Indiana State Standards, school assessments and School-wide Title I information. Parents not in attendance will receive the information listed above through the school website (school handbook), parent-teacher conferences, and/or sent home with students and/or upon enrollment.
2. involve parents in an organized, ongoing and timely way, in the planning, review and improvement of parent programs, including the joint development of our Title I Parent Involvement Policy and Compact. This will be accomplished through PTO meetings, annual meeting, open house, survey, and parent meetings.
3. offer a flexible number of meetings, such as meetings in the morning or evening. Transportation, child care, or home visits may be provided with funds available for services related to parental involvement.
4. provide parents access to: (via annual meeting/open house, conferences, written communication and newsletters)
 - A. conferences with teachers on their child's progress, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - B. timely information about school programs and activities
 - C. school performance profiles, such as, ILEARN +, IREAD, and NWEA Mapping
 - D. progress monitoring parent reports, individual performance profiles, student report cards, assessment results, Lexia, NWEA, and running records along with an interpretation of the results
 - E. a description and explanation of the curriculum used in the school, the forms of assessment to measure student progress, and the proficiency levels students are expected to meet
5. provide if requested, parents the opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to the education of their children, and respond to suggestions as soon as practicably possible
6. provide informal opportunities for parents to participate at school through book fairs, grandparent night, classroom programs, workshops, field trips, Annual Communications Gala/Showcase, and PTO activities.
7. offer other reasonable support for parental involvement activities under section 1116, as

- parents may request
8. (SWP Schools) If the school wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children submit any parent comments on the plan when the school makes the plan available to the LEA
 9. Provide evidence that any complaints filed have been addressed (Title 1, Subpart F-Complaint Procedure CFR, Title 34) per the Title 1 complaint procedure policy.

Building Capacity for Involvement

South Elementary School of Communications pledges to:

1. provide assistance to parents in understanding such topics as the State's College and Career Readiness Standards, PreK Early Learning Foundations, and student academic achievement standards, by way of annual meeting, open house, and conferences
2. provide materials, coordinate literacy, math and/or technology training to help parents work with their children and instruct parents in ways to improve student achievement through workshops, web-site links, and resources from the Title I funded Parent Coordinator
3. assist the parents in how to monitor their child's progress, and work with educators to improve the performance of the child through parent conferences, phone calls, family access, and parents notes
4. communicate with Head Start and Pre-K teachers on the needs of incoming students and parents through, meetings, written and verbal correspondence with the classroom teacher, Title I Director, and Title I Parent Coordinator
5. invite Head Start Students and Pre-K Students to Kindergarten Orientation
6. refer parents to other resources such as, the Parent Resource Center, Family Service Coordinator, Adult/Child Services, and Head Start, as needed or requested
7. coordinate and integrate parent involvement programs and activities with Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool, along with conducting other activities, such as parent resource centers, that encourage and support parents in participating in the education of their children
8. ensure information related to Title 1 school and parent programs, meetings, and other activities will be sent home in a format, to the extent practicable, in a language the parents can understand, and/or translators will be made available. Information on the language spoken at home will be gathered from enrollment forms and parent surveys.
9. plan parenting education workshops, information sessions, parent-student workshops and other reasonable activities to support parental involvement as parents may request
10. send home information about High School Equivalency Exam information, as requested by parents from the parent surveys sent home twice a year
11. welcome community based organizations, businesses, and parents through activities such as guest speakers, career awareness, lunch mentors, veterans, and community programs for enrichment
12. distribute and collect parent surveys and evaluations from annual meeting, workshops, programs, activities, and Title I end-of year review for the content and effectiveness of the parent involvement programs to help improve academic quality
13. constantly strive to improve parent involvement by networking with parents through

parent notes, phone calls, newsletters, surveys, home visits, e-mail, family access, and school web pages as appropriate

14. review and distribute the Parent Involvement Policy & Compact through PTO meetings, conferences, and/or annual meeting/open house and upon enrollment.
15. educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through staff meetings, professional development, and/or PTO meetings.

Accessibility

In carrying out the parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practical, in a language parents understand.

South Elementary School of Communications School-Parent Compact**

(Revised February 2022)

MISSION STATEMENT: Empowering students through communications and life-long learning

South School Responsibilities are as follows:

1. Promote a safe, positive environment where all children are treated with respect.
2. Participate in professional development opportunities that improve teaching and learning.
3. Provide highly quality curriculum and instruction in small groups in an effective learning Environment, using current research-based curriculum and incorporating Indiana College and Career Readiness Standards to meet the state's student academic achievement standards.
4. Hold Parent-Teacher Conferences during which the compact shall be discussed as the compact relates to the individual child's achievement.
5. Provide families with regular and on-going assessment of student's progress through report cards, notes, phone calls, family access, e-mails, and arranged conferences as needed.
6. Inform parents of school policies, parent training and/or workshops through newsletters, invitations, and/or e-mails or social media.
7. Ensure that all parents know how to contact the school, Title I staff, and other reasonable access to staff at convenient times through phone calls, e-mail, and face-to-face communication.
8. Encourage shared responsibility in achieving educational goals by providing opportunities for families to participate in and observe classroom and school activities, be informed of school policies, along with providing opportunities for parents to volunteer and participate in their child's classroom, and opportunities for digital resources until the Title I Parent Resource Center is available.
9. Respond timely to a parent's request for information about their child.

10. Communicate information to the families and community through the school's website, and/or local newspaper, newsletters, etc.

Parent Responsibilities are as follows:

1. Encourage a positive attitude about school, monitoring school attendance, including arriving on time, check homework and television watching, expect good study habits
2. Attending Parent-Teacher Conferences, special school functions, volunteering in the child's classroom, and participating as appropriate in decision making ideas related to my child's education, keeping the lines of communication open with my child and the school, by encouraging positive use of extra-curricular time.
3. Support the school in its efforts to maintain proper discipline, encourage child to be a good citizen in the classroom, respect teachers, staff and other students
4. Read all correspondence from the school and timely respond to a request concerning the well-being and educational activities of my child.

Student Responsibilities are as follows:

1. Attend school regularly; follow school rules and Hero Traits.
2. Always try to work to the best of my ability by coming to school prepared to participate.
3. Complete class work and ask for help when needed.
4. Show respect for myself, my school and other students.
5. Make sure messages between my teachers and parents are given to them as soon as possible.

*If this information is needed in another language, please contact your teacher and/or school.

South Elementary Title I Parent's Rights to Know Letter

2022-2023 School Year

Dear Parents/Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) PARENTS' RIGHT-TO -KNOW, this is a notification from South Elementary School to every parent of a student in a Title I School that you have the right to request information regarding the professional qualifications of your student's classroom teachers and paraprofessionals and receive such information in a timely manner.

Information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualifications and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.
- If at any time a teacher that is not highly qualified has taught your student for 4 or more consecutive weeks, you will be notified by the school of this information.

If you have questions or concerns, please feel free to call Mrs. Melody Meyer, school principal, at 765-349-1486.

Sincerely,

Tiffany Grant and Julie Sullivan

Title I Co-Directors

MSD of Martinsville