

South Side School Improvement Plan 2020-2021

Building Snapshot

School Name	South Side
School Address	715 South Street
Principal Name	Christian Mahone

Members of School Improvement Leadership Team

Name	Role
Christian Mahone	Principal/Facilitator
Amy Meron	Assistant Principal
Anna Blacker	Professional Development Chair
Anders Flodstrom	3 rd Grade Teacher/CFT Rep
Kelli Kemper	Student Learning Chair
Karinsa Moline	Equity Chair
Emily Reinhart	SEL Chair

Current ISBE Designation	Commendable
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	black

2020-2021 SIP Dates

2020-2021 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Jan. 15, 2021	April 30, 2021	June 30, 2021	Oct. 30, 2021	Dec 1, 2021
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

School Data

[South Side School Improvement Data](#)

Achievement Gap Analysis

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap)

Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

School	ELA % of Gap between Black/White	MATH % of Gap between Black/White
Barkstall	24	45
Bottenfield	47	47
BTW	81	84
Carrie Busey	46	46
Dr. Howard	41	45
Garden Hills	18	28
IPA	55	45
Kenwood	34	41
Robeson	28	29
Stratton	30	44
Westview	13	31

Identify the Black/White achievement gaps

Content	% of Gap between Black/White
ELA	42
Math	55

Identify the SPED achievement gaps

Content	% of Gap between SPED
ELA	17
Math	13

Identify the Emerging Bilingual/White achievement gaps

Content	% of Gap between Emerging Bilingual/White
ELA	Subgroup isn't large enough to compare
Math	Subgroup isn't large enough to compare

Rank your school based on the achievement gaps of other (elementary, middle, high schools)

Our school has the _5th largest achievement gap between black/white students of the elementary schools in ELA

Our school has the _2nd largest achievement gap between black/white students of the elementary schools in Math

Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths, Weaknesses and Opportunities

Rank order the identified areas of strength (3-5) from a review of your school data.

What do you do well? Where are your students achieving? What factors enable your school to achieve its objectives?

Strengths	Data Source
South Side had a higher growth percentile in math IAR than both the district and state. South Side had 58% whereas the District had 47%	Illinois Report Card-Growth Percentile
South Side had a higher growth rate for Black students in Math (50) as compared to the District (42)	Illinois Report Card Growth Percentile
43% of students met or exceeded in ELA for IAR as compared to 32% of students in the District.	Illinois Report Card Growth Percentile
Chronic absenteeism for Black students decreased from 25% in 2018 to 10% in 2020.	Illinois Report Card-School Snapshot
58% of students were proficient in the Science assessment	Illinois Report Card- Science Assessment

Rank order the identified areas of weakness (3-5) from a review of your school data
 What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
South Side has the 2 nd highest achievement GAP in math in the district when comparing Black/White students.	IRC
The discrepancy between Low-Income/Non Low income and Black/White is higher than both the district and state level.	IRC
There is a 40-50% gap between Black/White students in both ELA & Math.	IRC

Rank order the identified areas of opportunities (3-5) from a review of your school data. What are positive external factors that can assist the school in improving or moving forward? What are eschool specific emerging trends or opportunities to improve?

Opportunities	Data Source
U of I Tutors	We have an established partnership with U of I where they provide tutors to help our “bubble” students.
.Mentoring Program	The purpose of the mentorship program is catered around the students Social emotional needs.
PTA	The PTA helps to support the funding of supplementary programs to support the core instruction in the classrooms.
TISA’s	District resource to help support and provide resources for chronically truant students.
Volunteers	South Side has a core of retired teachers who is always willing to come into the building to support the learning that is occurring.

School Improvement Plan

Identify 2-3 SMART Goals and an Equity Goal for 2020-2021 school year. (**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.

SMART GOAL #1

School SMART Goal #1 By 2022, 52.41% of ALL students will demonstrate proficiency in the ELA IAR assessment. 24.91% of Black students will demonstrate proficiency in the ELA IAR assessment.

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. All teachers will provide differentiated reading instruction in addition to small group instruction</p> <p>B. All teachers will provide learning opportunities in reading through Marzano’s High Yield Instructional Strategies.</p>	<p>100% of teachers will provide daily reading instruction</p> <p>100% of teachers will provide differentiated instruction through guided reading groups</p> <p>100% of teachers will use data to inform instructional grouping</p>	<p>50% of 1-5 students will be at or above the 50th percentile on the Reading MAP assessment. 20% of Black students will be above the 50th percentile in the MAP ELA assessment.</p> <p>52.41% of 3-5 students will meet on the IAR ELA assessment</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress

				completed during Progress Monitoring Meetings (April 30, 2021)	Monitoring Meetings (June 30, 2021)	Monitoring Meetings (October 30, 2021)
Conduct a K-2 Literacy evaluation in consultation with Teaching and Learning Department in preparation for the development of a literacy framework	Initial Framework developed, Pilot Teaching, Learning Developed Feedback Instrument, Shared Data	Principal & K-2 Literacy Committee Rep	January-May			
Identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with Teaching and Learning Department	50 walkthroughs and data shared	Principal	January 2021 (Planning, August 2021 implementation, Evaluation December 2021)			
Provide research-based interventions for students who are below the 21 st percentile school wide on MAP reading assessments	Progress monitoring data	Classroom Teachers & Interventionists	Every 3-6 weeks based on start of intervention services			
Bi-weekly collaboration meetings will be conducted to focus on reading strategies and using data to inform instruction	Meeting agenda/minutes	Teacher, Interventionists Administration	January-December 2021			

Monthly SIP meetings to monitor and implement plan	Meeting agenda/minutes	SILT Team	3 rd Thursday monthly			
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SMART GOAL #2

School SMART Goal #2 By 2022, 53.52% of ALL students will demonstrate proficiency in the Math IAR assessment. 22.09% of Black students will demonstrate proficiency in the Math IAR assessment.

<p>OBJECTIVES</p>	<p>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</p>	<p>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</p>
<p>A. All teachers will utilize the core components of the Envision curriculum. B. All teachers will receive training in the implementation of the Envision curriculum. C. All teachers will provide differentiated math instruction D. All teachers will provide timely & specific feedback on math assessments. E. All teachers will provide learning opportunities in Math through Marzano's High Yield Instructional Strategies.</p>	<p>100% of teachers will provide daily math instruction 100% of teachers will provide differentiated small groups 100% of teachers will use data to inform instructional decisions.</p>	<p>50% of 1-5 students will be at or above the 50th percentile on the Math MAP assessment. 20% of Black students will be above the 50th percentile in the MAP Math assessment 53.52% of 3-5 students will meet on the IAR Math assessment.</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Identification of 2-3 high yield instructional strategies connected to Danielson Framework in consultation with Teaching and Learning Department.	Meeting agenda/minutes	T&L Department & Student Learning Committee	January 2021 (Planning), August 2021 implementation, Evaluation December 2021			
Teachers will provide research-based interventions for students who are below 20% school wide on MAP Math assessments.	Progress monitoring data	Teachers & interventionist	Ongoing			
Bi-weekly collaboration meetings will be conducted to focus on math strategies and using data to inform instruction	Meeting agenda/minutes	Admin & teachers	Bi-weekly			

Monthly SIP Meetings to monitor and implement plan.	Meeting agenda/minutes	Principal	Monthly			
All students below the 20 th percentile on MAP math assessment and Black students below the 35 percentile will receive intervention	Progress monitoring data	Admin, Interventionists & teachers	Quarterly			

SMART GOAL #3 Optional (*Required by schools underperforming)

(**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

School SMART Goal #3 To create a vision statement and goals with a variety of stakeholders.		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
A. All staff members will partake in activities & discussion centered on the vision of South Side B. Solicit input from various stakeholders C. Develop a vision from input involving stakeholders	100% of staff will participate in creating a vision for South Side SILT team will facilitate the process	Inclusion of students (3 rd -5 th) and parents to help facilitate the process.

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress

				Meetings (April 30, 2021)	Monitoring Meetings (June 30, 2021)	Monitoring Meetings (October 30, 2021)
Monthly SIP Meetings	Meeting agendas/minutes	Principal & SILT Team	3 rd Thursday Monthly			
Align vision w/components of the Danielson Framework for Professional Practice	Meeting agendas/minutes	Principal & SILT team	3 rd Thursday Monthly			
Participation in vision work during School Improvement Days	Meeting agenda/minutes	Principal & SILT Team	January 4, March 11, May 24 2021			
Utilize data from the 5 Essential survey to guide work	5 Essential Data, Meeting agenda/minutes	Staff	June 2021			

EQUITY GOAL

Equity Goal				
Action Step Details Including Specific Activities and/or Strategies	Timeline (Specific dates, weeks, quarters, months, semester, year)	Responsibility (Person, Team, Committee, or Department)	Measurements of Success and Specific Review Dates	Progress based on Timeline and/or Review Dates
In consultation with the Center for Childhood Resilience at Lurie, create a school equity plan with emphasis on Black and Brown students.	The equity team meets once a month.	<ul style="list-style-type: none"> • Equity Committee • Administration • Staff 	<ul style="list-style-type: none"> • Meeting Minutes • Creation of Equity Plan w/yearly evaluation • Specific goals w/timelines as addressed by the committee • Review of previous minutes 	November 9 th January 11 th January 25 th February 8 th March 8 th April 12 th May 10 th (evaluation)
In consultation with district administration, all staff will engage in three equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.	January 4 th March 16 th May 17 th	Administration & Equity Committee	100% of staff engage in Modules A,B,& C	April 30 th June 30 th

Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of two elements of the Danielson Framework included in the SIP plan
Yes	Yes	Yes	Yes	Yes

BUDGET

BUDGET	Timeline		Source of Funds	Accountability	Budget					
	Start Date	Completion Date	What funding source is being used?	Person(s) Responsible/	Salary Stipend or Sub costs	Benefits (x .2501_	Supplies	Other Services	Capital Outlay	TOTAL
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	July 2020	June 2022	SIP	Principal	32.50/hr					\$4,000
Instructional Materials	January 2021	June 2021	SIP	Teachers						\$12,500
PBIS	January 2021	June 2021	Building Funds	AP & SEL Chair						\$1500

Committee Funds	January 2021	June 2021	SIP	SILT Committee Chairs & Principal						\$6,000
Summer Programming	June 2021	July 2021	SIP	Principal	32.50/hr					\$10,000
TOTAL									\$32,500	

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.

Complete the Illinois Quality Framework Supporting Rubric on IWAS. One SMART goal for the School Improvement plan must be identified from the IQFSR.

Summarize your findings from the Illinois Quality Framework Supporting Rubric

Standard	Overall Rating	Identified as a priority? Y/N
Standard I: Continuous Improvement	Emerging	Yes
Standard II: Culture and Climate	Emerging	Yes
Standard III: Shared Leadership	Emerging	No
Standard IV: Governance, Management, and Operations	Emerging	No
Standard V: Educator and Employee Quality	Emerging	No

Standard VI: Family and Community Engagement	Emerging	No
Standard VII: Student and Learning Development	Emerging	Yes

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.

Standard 1: The District Improvement team as well as the School improvement team has just been established. We decided to focus on this standard due to our rating of “emerging”. We recognize that with the change of school leadership, we have to realign our systems so that they are focused and have a coherent direction. The goal is to create a collaborative partnership that would allow the school’s systems to have alignment with district structures. This partnership will allow for South Side to plan and create a focused and coherent direction. We will use a data based systematic process to achieve designed goals to inform and drive our decision making processes for effective systems.

Standard 2: This standard was selected because South Side does not have a vision statement. Creating a vision would allow for South Side to have a clear focus on what direction we would like to take our building. In addition, creating a vision that aligns to the district vision will help with continuity. Four committees (Student Learning, Equity, Professional Development and SEL) will drive this work.

Standard 7: This standard was selected because South Side ranked it as “emerging” based on the criteria listed in the Quality Framework. The delivery of instruction is directly related to student achievement. Philosophically, we believe there is always room for growth and professional learning.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)

South Side is considering summer programming for our bubble students. The program will be aimed towards providing intervention services to targeted students in order to increase the amount of students who are proficient/meet on assessments.