

# South Side School Improvement Plan 2022

## Building Snapshot

School Name	South Side Elementary School
School Address	715 S. New Street, Champaign, IL 61820
Principal Name	Christian Mahone

## Members of School Improvement Leadership Team

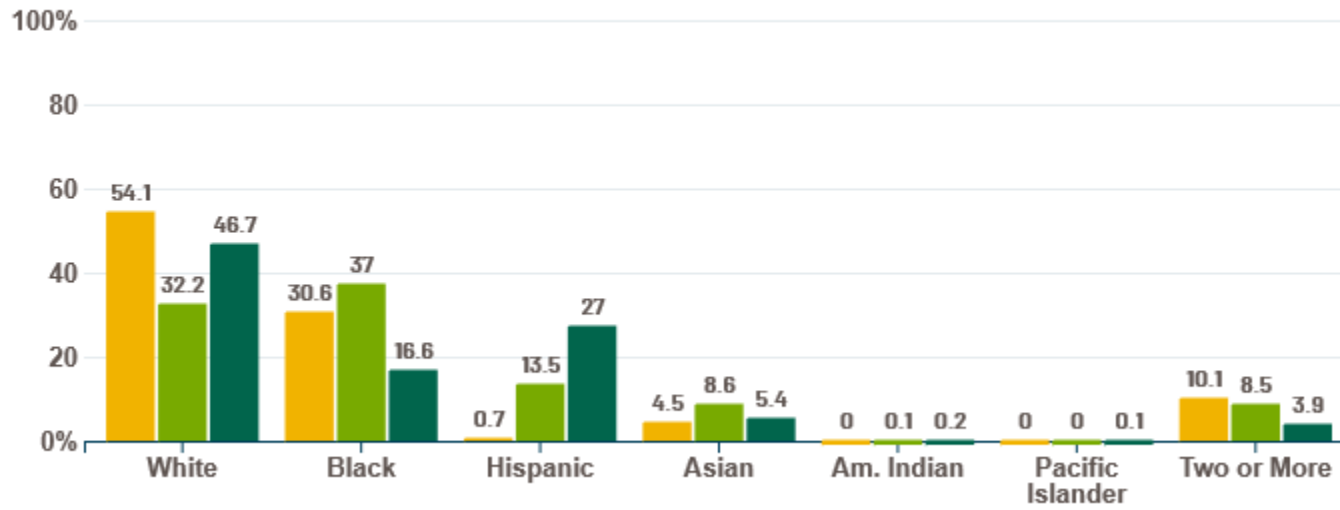
Name	Role
Christian Mahone	Principal
Amy Meron	Assistant Principal
Anna Blacker	Kindergarten Teacher, Professional Development Chair
Anders Flodstrom	3rd Grade Teacher, CFT Representative
Kelli Kemper	1st Grade Teacher, Student Learning Chair
Karinsa Moline	Music Teacher, Equity Chair
Emily Reinhart	3rd Grade Teacher, Social Emotional Learning Chair

Current ISBE Designation	Not Calculated for SY 20-21, SY 19-20-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

**2021-2022 SIP Dates**

<b>2021-2022 Plan Due</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Monitoring Date</b>	<b>Current plan re-evaluation 2021-2022 Plan Due</b>
<b>Dec 21, 2021</b>	<b>March 20, 2022</b>	<b>July 20, 2022</b>	<b>Nov 20, 2022</b>	<b>Dec ____ 2022</b>
<b>School Improvement Plan Completed</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Progress monitoring of goals</b>	<b>Evaluate and submit new School Improvement Plan</b>

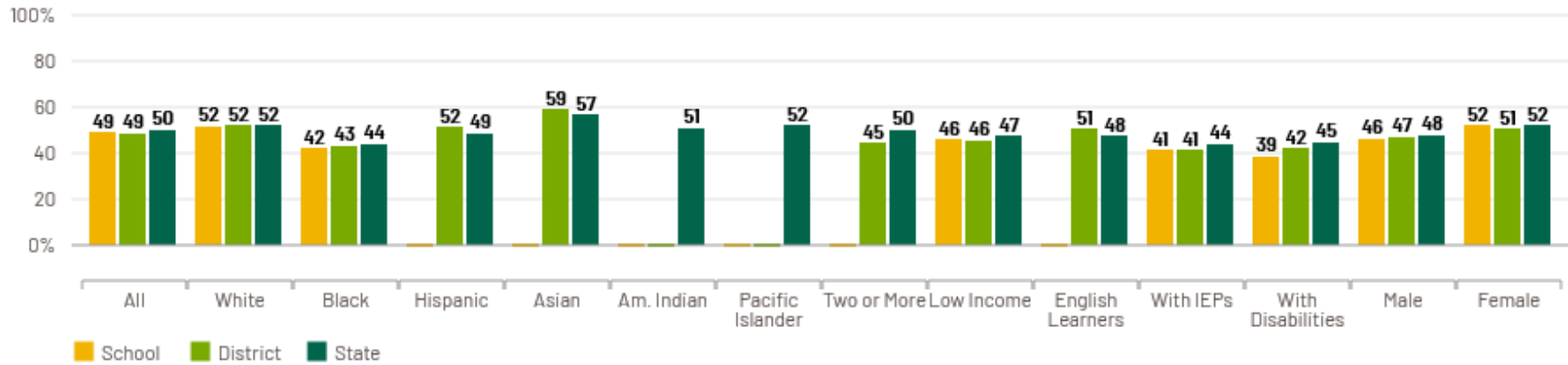
**School Data- Demographics 2021-2022**



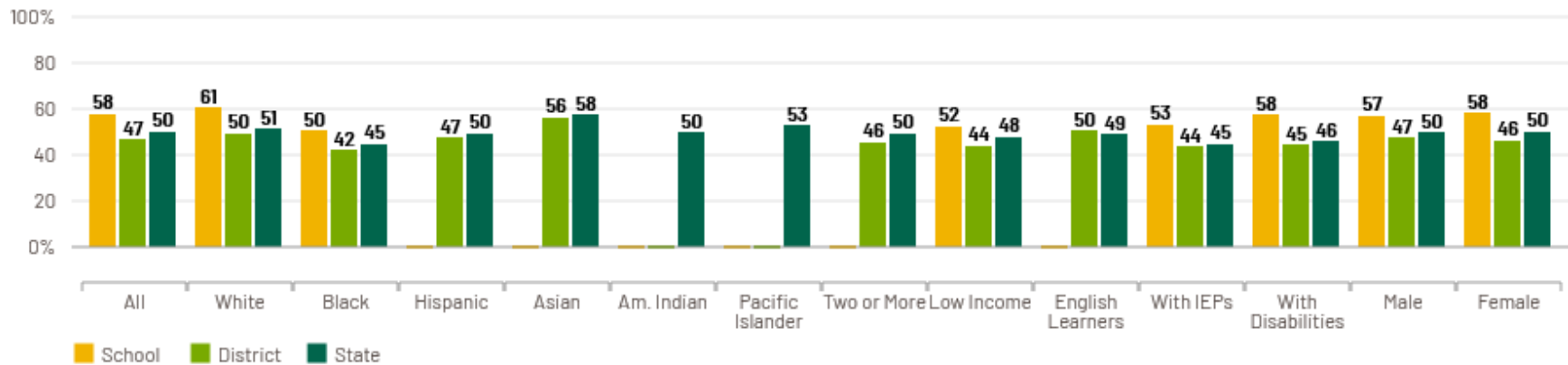
## IAR Growth Rates for ELA and Math 1AR

**Note:** 2020 and 2021 data is not available due to the pandemic. The data below is from the Spring 2019 IAR assessment.

### ELA - 2019



### Math - 2019



## Achievement Gap Analysis

*Note: The below data is from the Spring 2019 IAR assessment. This is the last time that the data is representative of the entire 3-5 student population. This is due to the Covid-19 pandemic.*

<b>School</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>ELA % of Gap between Black/White</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>MATH % of Gap between Black/White</b>
<b>Barkstall</b>	35%	11%	24%	54%	10%	45%
<b>BT Washington</b>	86%	5%	81%	90%	6%	84%
<b>Bottenfield</b>	68%	20%	47%	63%	17%	47%
<b>Carrie Busey</b>	70%	24%	46%	64%	18%	46%
<b>Dr. Howard</b>	48%	7%	41%	50%	5%	45%
<b>Garden Hills</b>	20%	3%	18%	30%	3%	28%
<b>IPA</b>	55%	0%	55%	45%	0%	45%
<b>Kenwood</b>	49%	15%	34%	49%	8%	41%
<b>Robeson</b>	42%	14%	28%	38%	9%	29%
<b>Stratton</b>	38%	8%	30%	56%	12%	44%
<b>Westview</b>	26%	14%	13%	35%	3%	31%

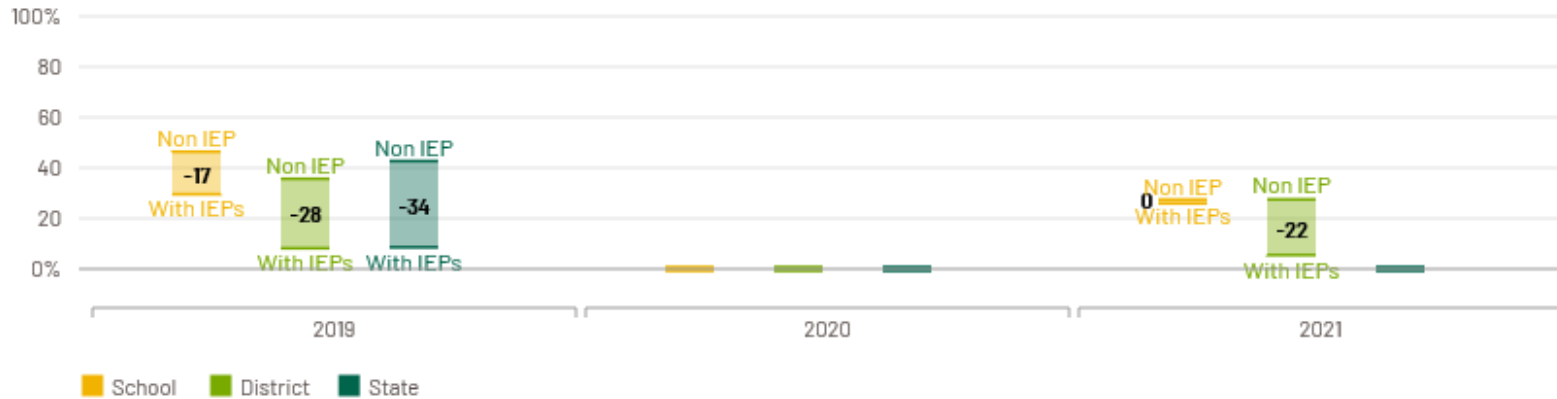
**Note:** The data below is from the Spring 2021 IAR assessment. This data is not reflective of the entire 3-5 student population as only “in-person” students took the assessment which represents 57% of the 3-5 student population for both ELA and Math respectively. This is due to the COVID-19 pandemic.

<b>School</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>ELA % of Gap between Black/White</b>	<b>White % Achieve</b>	<b>Black % Achieve</b>	<b>MATH % of Gap between Black/White</b>
<b>South Side</b>	<b>36%</b>	<b>5%</b>	<b>32%</b>	<b>41%</b>	<b>5%</b>	<b>36%</b>
<b>Barkstall</b>	<b>51%</b>	<b>10%</b>	<b>41%</b>	<b>43%</b>	<b>2%</b>	<b>41%</b>
<b>BT Washington</b>	<b>46%</b>	<b>0%</b>	<b>46%</b>	<b>39%</b>	<b>0%</b>	<b>39%</b>
<b>Bottenfield</b>	<b>44%</b>	<b>19%</b>	<b>25%</b>	<b>49%</b>	<b>12%</b>	<b>27%</b>
<b>Carrie Busey</b>	<b>55%</b>	<b>27%</b>	<b>28%</b>	<b>56%</b>	<b>27%</b>	<b>29%</b>
<b>Dr. Howard</b>	<b>44%</b>	<b>4%</b>	<b>40%</b>	<b>54%</b>	<b>0%</b>	<b>54%</b>
<b>Garden Hills</b>	<b>0%</b>	<b>8%</b>	<b>0%</b>	<b>N/A</b>	<b>0%</b>	<b>N/A</b>
<b>IPA</b>	<b>15%</b>	<b>N/A</b>	<b>N/A</b>	<b>40%</b>	<b>N/A</b>	<b>N/A</b>
<b>Kenwood</b>	<b>42%</b>	<b>10%</b>	<b>32%</b>	<b>40%</b>	<b>7%</b>	<b>33%</b>
<b>Robeson</b>	<b>41%</b>	<b>8%</b>	<b>33%</b>	<b>42%</b>	<b>5%</b>	<b>37%</b>
<b>Stratton</b>	<b>7%</b>	<b>5%</b>	<b>2%</b>	<b>21%</b>	<b>4%</b>	<b>18%</b>
<b>Westview</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>0%</b>	<b>17%</b>

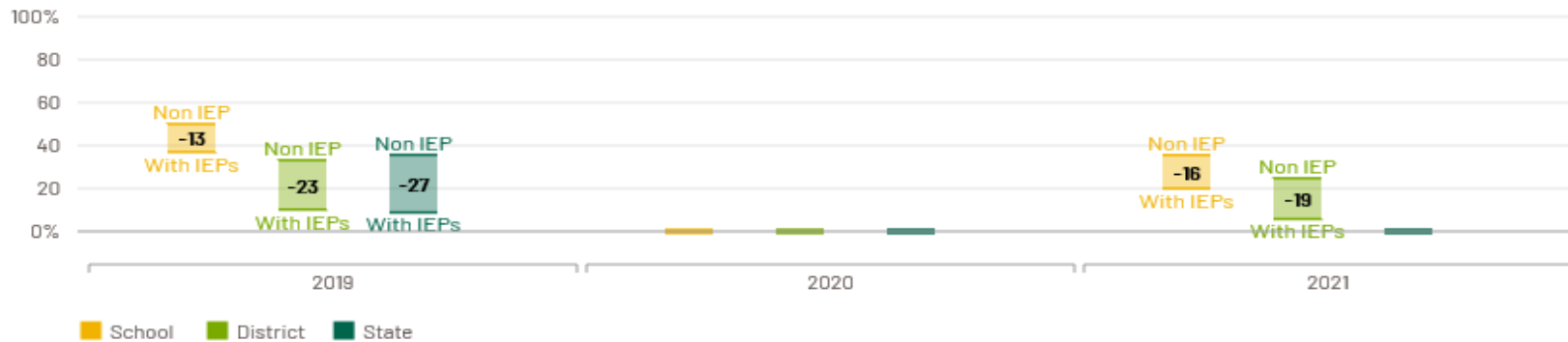
### SPED achievement gaps

**Note:** The data below is from Spring of 2019 and 2021 respectively. Data from Spring 2020 is not available due to the pandemic. Please note that Spring 2021 data is not representative of the entire IEP population as only “in-person” students took the IAR assessment.

#### Summary - ELA - With IEPs and Non IEP



#### Summary - Mathematics - With IEPs and Non IEP



## ACCESS Score Report Data 2021

\*Due to COVID-19 pandemic only students attending in-person learning were tested on ACCESS. Therefore, percentages below are not accurate for describing the true academic performance of each student group.

Active MLLs - Composite by Grade								
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	TOTAL			
Kindergarten	1	0	0	1	2			
1st	1	1	1	2	5			
2nd	1	1	0	1	3			
3rd	0	1	0	0	1			
4th	0	0	1	1	2			
5th	0	0	0	0	0			
<b>Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>13</b>			

Active MLLs Literacy Composite by Grade							
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	Bridging/Reaching 4.8-6.0	No Lit Comp.	TOTAL
Kindergarten	N/A	N/A	N/A	N/A	N/A	2	2
1st	1	1	1	1	0	1	5
2nd	1	1	0	1	0	0	3
3rd	1	0	0	0	0	0	1
4th	0	0	1	1	0	0	2
5th	0	0	0	0	0	0	0
<b>Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>13</b>

*\*Students with no Literacy Composite did not take ACCESS 2021. Most recent EL Assessment - WIDA Model for K assesses only speaking and listening.*

Active MLLs Oral Composite by Grade								
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	Bridging/Reaching 4.8-6.0	TOTAL		
Kindergarten	1	0	0	1	0	2		
1st	2	0	2	1	0	5		
2nd	1	1	0	0	1	3		
3rd	0	0	0	0	1	1		
4th	0	0	2	0	0	2		
5th	0	0	0	0	0	0		



Total	4	1	4	2	2	13	
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Fall to Winter MAP Growth, Grades 1st through 5th						
South Side Elementary Growth, SY17-18 Through 21-22						
Mathematics			These charts are all populated based on the number of students that took both the Fall and Winter MAP Tests within each given school year.	Reading		
Met Projected Goal Attainment		Math		Met Projected Goal Attainment		ELA
All Students				All Students		
Students	Year	Percent		Students	Year	Percent
155	2017-2018	63.3%		140	2017-2018	57.4%
183	2018-2019	78.2%		152	2018-2019	66.1%
180	2019-2020	75.6%		179	2019-2020	75.5%
134	2021-2022	58.0%		129	2021-2022	55.6%
African American/Black Students				African American/Black Students		
Students	Year	Percent		Students	Year	Percent
34	2017-2018	54.8%	29	2017-2018	47.5%	
48	2018-2019	82.8%	37	2018-2019	64.9%	
32	2019-2020	59.3%	34	2019-2020	64.2%	
33	2021-2022	56.9%	31	2021-2022	53.4%	
White Students			White Students			
Students	Year	Percent	Students	Year	Percent	
95	2017-2018	65.1%	92	2017-2018	63.0%	
114	2018-2019	76.0%	99	2018-2019	66.4%	
123	2019-2020	79.9%	120	2019-2020	77.9%	
73	2021-2022	55.3%	75	2021-2022	56.4%	
EL Learners			EL Learners			
Students	Year	Percent	Students	Year	Percent	
3	2017-2018	100.0%	1	2017-2018	33.3%	
3	2018-2019	100.0%	3	2018-2019	100.0%	
1	2019-2020	100.0%	1	2019-2020	100.0%	
8	2021-2022	72.7%	6	2021-2022	54.5%	
SPED Students			SPED Students			
Students	Year	Percent	Students	Year	Percent	
19	2017-2018	50.0%	18	2017-2018	47.4%	
33	2018-2019	80.5%	22	2018-2019	55.0%	
17	2019-2020	60.7%	16	2019-2020	59.3%	
21	2021-2022	56.8%	15	2021-2022	39.5%	
Low SES Students			Low SES Students			
Students	Year	Percent	Students	Year	Percent	
56	2017-2018	56.0%	53	2017-2018	53.5%	
71	2018-2019	85.5%	51	2018-2019	63.8%	
54	2019-2020	67.5%	57	2019-2020	71.3%	
40	2021-2022	58.8%	36	2021-2022	52.9%	

## 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 and Weaknesses**

List 3-5 areas of strength from the review of your school data. What do you do well? Where are your students achieving?

<b>Strengths</b>	<b>Data Source</b>
70% of students were “average” or “above average” on the fall ELA MAP assessment	Data Warehouse
According to the 5Essentials Survey data, South Side indicated “more implementation” in 4 of 5 indicators (effective leaders, collaborative teachers, supportive environment and involved families).	Illinois Interactive Report Card
Participation in IAR was higher for Black, White, and SPED students than the District participation rate.	Illinois Interactive Report Card
78% of students responded favorably in terms of “teacher-student relationships”	Panorama

List 3-5 areas of opportunity from the review of your school data.  
 What are you not doing well? Where are your students struggling the most academically?

<b>Areas of Opportunity</b>	<b>Data Source</b>
78% of Black students scored a “low” or “low average” on the Fall 2021 Math MAP assessment. 52% of all students “partially” or “did not meet” expectations for the Spring 2021 Math IAR assessment.	Data Warehouse
There is a 40% opportunity gap between low-income students and non low-income students on the Math IAR assessment from Spring 2021.	Illinois Interactive Report Card 2021
42% of Black students and 45% of Low-income students are chronically truant. Chronic truant rate for White students is too low to compare to other demographics.	Illinois Interactive Report Card

**SMART GOAL #1 - EQUITY GOAL**

<p><b>School SMART Goal # 1</b> - 100% of teachers/staff are provided the opportunity to engage in 2-3 differing forms/content of CRT professional development 3 times</p>		
<p><b>OBJECTIVES</b></p>	<p><b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)</b> <b>WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b></p>	<p><b>STUDENT PERFORMANCE MEASURE</b> <b>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b></p>
<p>A. All teachers, TAs, and clerical staff will participate in differentiated professional development to create a building-wide culturally responsive climate for black students.</p>	<p>1. 100 % of teachers, TAs, and clerical staff will actively engage in 2-3 differing forms and/or content of CRT professional development 3 times.</p> <p>Examples are whole group delivery, content specific small groups, book studies, action-oriented activities, CRT strategies, mindset activities, work-embedded activities, and webinars/modules.</p>	<p>1. Baseline data will be collected from students in the form of the Panorama survey and/or other available instruments. Once baseline data is determined, progress will be reviewed.</p> <p>2. Data will be collected from the Parent/Student survey to determine equity based needs and systems.</p>

<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)</b>	<b>Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)</b>	<b>Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)</b>
1. Implement PD to improve effective proactive & reactive behavior management. PD opportunities which include PBIS and restorative justice training.	Surveys Evaluations	Equity Committee & Certified Approved Trainers	March 2022			
2. Implement trauma-informed teaching professional development.	Evaluation	Equity Committee & Established Partners (Children's	March 2022			

		Lurie & CUTRI				
3. Initiate discussion, review, revision, and/or clarification of discipline procedures and/or implementation of policies, through gathering data with staff, students, and families.	Agendas Data Warehouse Panorama Survey	Admin, Equity Committee & Parent/Student Committee	Revisions by May 2022 Implementation August 2022			
4. Facilitate a team of students/parents/community members to be involved with equity initiatives.	Survey	Equity Committee	Three (3) times by Spring of 2022			
5. Set a schedule by and implement community-building projects and initiatives (that occur on a regular basis) focusing on equity/combating racial bias/trauma-mediation.	PD calendar w/a focus on equity informed work	SIP Committee, SILT Team and PTA	Set Schedule Spring 2022 and Implement Fall 2022			
6. Implement long-standing, multi-generational projects to build relationships between students, family, staff, and community.	Equity Project Spreadsheet	SIP Committee, SILT Team and PTA	Fall 2022			

**SMART GOAL #2**

**School SMART Goal #2** By 2023, 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.

<b>OBJECTIVES</b>	<b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b>	<b>STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b>
<ul style="list-style-type: none"> <li>A. All teachers will provide differentiated reading instruction in addition to small group instruction.</li> <li>B. All teachers will provide learning opportunities in reading through Marzano’s High Yield Instructional Strategies</li> <li>C. All teachers will provide writing instruction in response to reading.</li> <li>D. Teachers will provide test taking strategies as a part of their general curriculum</li> <li>E. Teachers will provide grade level vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>A. 100% of teachers will provide differentiated instruction through guided groups.</li> <li>B. 100% of teachers will use formative and summative data to inform instructional grouping.</li> <li>C. 100% of all (3-5) teachers will provide test taking strategies as a part of their general curriculum</li> <li>D. 100% of (3-5) teachers will provide grade level vocabulary in context.</li> </ul>	<p>52.41% of 3-5 students will meet on the IAR ELA assessment</p> <p>60% of 1-5 students will meet their conditional growth percentage on the Winter ELA MAP assessment.</p> <p>50% of Black students will reach 75% conditional growth percentile on the Winter ELA MAP assessment.</p>



<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) ) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementati on To be completed during Progress Monitoring Meetings (March 20, 2022)</b>	<b>Indicator of Implementati on To be completed during Progress Monitoring Meetings (July 20, 2022)</b>	<b>Indicator of Implementa tion To be completed during Progress Monitoring Meetings (November 20, 2022)</b>
1. Use the <a href="#">K-5 Core Curriculum Guide for Literacy</a> to support pacing, collaboration, planning and assessment	Instructional Practice Review Data Collaboration meeting notes - Wonders odd unit assessments	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			
2. Implement the daily 90 minute literacy block + 30 minutes of writing based on the <a href="#">K-5 Literacy Timeframe Planning Guide</a> : 25 minutes of whole-group foundational skills/word work, 30 minutes of whole-group grade-level comprehension, 30 minutes of targeted small-group instruction, and 30 minutes of writing every day. (Specific time allotments are approximate and will vary per grade level)	Fall building schedule Instructional Practice Review data Collaboration meeting notes	Principal, AP(s), Teachers	Tentative Fall Building Schedule submitted to Deputy Superintendent May 2022 1st Quarter Fall 2022			

			2nd Quarter Fall 2022			
3. Facilitate instructional walk-throughs to monitor the implementation of Marzano’s high yield instructional strategies (Setting Expectations & Providing feedback, Reinforcing effort & Providing Recognition and Nonlinguistic Representations) and provide feedback	Observation Form	Admin, Teachers & Interventionists	Quarterly			
4. Utilize the South Side Assessment Calendar to administer scheduled test and use the data to determine instructional needs	MAP & IAR data, Classroom based data	Teachers	Quarterly			
5. Participate in bi-weekly grade level collaboration meetings to share and discuss formative and summative data to modify and target instruction.	Agendas Meeting notes	Teachers	Bi-weekly			
6. Introduce all students to the online practice format prior to taking MAP and IAR assessment.	Scheduled practice sessions	3-5 teachers	March 2022			
7. Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability and	Exit slips Reflection Sheets Rubrics	Teachers, Instructional Coach, Admin	Bi-weekly data collection			

economic background. (Setting Objectives and Providing Feedback)	Walkthrough data					
8. Design flexible pathways, differentiated supports and multiple means for students to demonstrate skill development and mastery of essential skills. (nonlinguistic representation)	Exit slips Reflection Sheets Rubrics	Teachers, Instructional Coach, Admin	Quarterly projects			

**SMART GOAL #3**

**School SMART Goal #3:** By 2023, 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><b>OBJECTIVES</b></p>	<p><b>ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET)</b> <b>WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?</b></p>	<p><b>STUDENT PERFORMANCE MEASURE</b> <b>HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?</b></p>
<p>A: All teachers will utilize the core components of the Envision curriculum.                      B: All teachers will provide differentiated math instruction within small groups, in addition to core whole-group curriculum.                      C: All teachers will provide learning opportunities in math through Marzano’s High Yield Instructional Strategies.                      D: All teachers will receive differentiated professional learning based on grade level need.</p>	<p>A: 100% of teachers will provide daily math instruction                      B: 100% of teachers will provide differentiated instruction through guided groups                      C: 100% of teachers will use data to inform instructional groupings</p>	<p>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.                      60% of 1-5 students will meet their conditional growth percentage on the Winter Math MAP assessment.                      50% of Black students will reach 75% conditional growth percentile on the Winter Math MAP 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 To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. Implement 2-3 high yield instructional strategies connected to Danielson Framework in consultation with the Teaching and Learning Department.	Walkthrough Spreadsheet, Walkthrough feedback form	Teachers, Instructional Coach, Admin	Quarterly			
2. All classroom teachers will participate in vertical articulation to differentiate how to address the needs of students in the upcoming school year.	Collaboration Agendas	Teachers, Instructional Coach, Admin	Spring 2022			
3. During biweekly grade level collaborations, teachers will share and discuss formative and summative data to modify and target instruction focusing on students below the 20th percentile on MAP math assessment and Black students below the 35th percentile.	Agendas Progress Monitoring Data	Teachers, Instructional Coach, Admin	Bi-weekly			

4. Introduce all students to the online practice format & tools prior to the assessment	MAP scores	3-5 teachers	Introduce prior to the MAP assessment			
5. Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability and economic background. (Setting Objectives and Providing Feedback)	Exit slips Reflection Sheets Rubrics Walkthrough data	Teachers, Instructional Coach, Admin	Bi-weekly data collection			
6. Design flexible pathways, differentiated supports and multiple means for students to demonstrate skill development and mastery of essential skills. (nonlinguistic representation)	Exit slips Reflection Sheets Rubrics	Teachers, Instructional Coach, Admin	Quarterly projects			

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

<b>School SIP team that promotes shared leadership in development of the SIP</b>	<b>SIP Plan that has 2-3 SMART goals with action steps</b>	<b>Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training</b>	<b>K-2 Literacy Plan incorporated in the SIP plan for elementary schools</b>	<b>Implementation of 2-3 high yield instructional strategies</b>
<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Budget**

Description	Timeline		Source of Funds	Accountability	Budget				
	Start Date	Completion Date			What funding source is being used? (Choose from: Title II, SIP, Building Budget, Magnet, or Other- if Other indicate the budget)	Person(s) Responsible	Salary Stipend or Sub costs	Benefits (x .2501)	Supplies (allowable for SIP grant and magnet grant schools otherwise building funds will be used)
Tasks to accomplish the specific actions of the plan.									
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)	July 2021	June 2022	SIP	Principal	32.50/hr =\$4000	\$1000	\$4,000		\$5,000
Instructional Materials	August 2021	August 2022	SIP	Principal/Teachers			\$6,000		\$6,000

Professional Development	August 2021	December 2022	SIP	Principal/PD Committee, Approved Partners			\$5,000		\$5,000
PBIS initiatives	Winter 2021	Winter 2022	SIP	Principal/SEL Chair			\$2,000		\$2,000
TOTAL									\$18,000