

# Southport 6<sup>th</sup> Grade Academy

## 2024-2025 School Improvement Plan



# About Perry Township Schools

Vision: All students will be empowered to grow academically, socially, and behaviorally.

Mission: The mission of Perry Township Schools is to offer enriching educational opportunities that honor differences, empower strengths and ignite a passion for lifelong learning, enabling ALL students to achieve at high levels.

Core Values: Integrity, Relationships, Respect, Equity, High Expectations Inclusivity, and Continuous Learning

Perry Township Schools are located in the south-central portion of Marion County in Indianapolis, Indiana. Perry Township Schools serves nearly 16,000 students across two early childhood academies, four kindergarten academies, eleven elementary schools, two sixth grade academies, two middle schools, two high schools, and two alternative learning programs. We welcome families from diverse cultural, ethnic, and socioeconomic backgrounds because the Perry Township community celebrates diversity as one of our strengths. We strive to provide equal access, quality resources, and a welcoming environment to all of our students.

Perry Township Schools is committed to academic excellence. Our partnership with innovative educational programs such as Project Lead the Way facilitates real-world learning experiences that empower students to succeed in college, their careers, and beyond. We take pride in our team of award-winning staff who continually look for individualized approaches to meet students' needs.

High school students may attend the Central Nine Vocational Career Center. Additional facilities include the Perry Township Education Center, Perry Township Academic Center, transportation center, service building, Holder Athletic Fields and two football stadiums.

Perry Township is served by Indianapolis institutions, newspapers, and radio and television stations. The school district is accessible to all Indianapolis transportation facilities, including an international airport, train and bus terminals, Indy Go buses, and major highways.

Indianapolis cultural and recreational facilities are within easy access of Perry Township and include an NFL football team, NBA basketball team, AAA baseball team, CHL hockey team, professional soccer team, the Indianapolis Symphony, Indiana Repertory Theater, and the Indianapolis Motor Speedway, just to name a few.

Institutions of higher education include the Christian Theological Seminary, Marian University, Butler University, IUPUI, IVY Tech Community College, WGU and the University of Indianapolis.

As a premier school district, Perry Township Schools is poised for additional growth. We welcome families from diverse cultural, ethnic, and socioeconomic backgrounds because the Perry Township community celebrates diversity as one of our strengths. We strive to provide equitable access, quality resources, and an inclusive environment to all of our students.

# About Southport 6th Grade Academy

Southport Academy opened the fall of 2004. Before the fall of 2004, the 6<sup>th</sup> grade students attended Southport Middle School. Southport Academy is a hybrid of both middle school and elementary philosophies and concepts. The majority of a student's day is spent with two teachers. One teacher teaches Language Arts and Social Studies and the other teacher teaches Math and Science. Southport 6<sup>th</sup> Grade Academy was designated a Title 1 School in 2018. In 2019, the school was designated School-wide Title 1 status.

The Academy is a team organized, student-centered school designed to meet the needs of young adolescents. The Academy has six academic teams. Each team includes two Language Arts/Social Studies teachers and two Math/Science teachers. We have six teams with approximately 110-120 students per team. Team teachers work and plan together to provide opportunities for exploration and development of academic skills. Our team structure provides a smaller learning community for students and the basis for effective home-school relationships through frequent and meaningful communication and planning.

Southport Academy offers a variety of after school activities. Students can participate in athletics, clubs, and other special events.

At Southport 6th Grade Academy, the success of each child is insured through our Student Services team. Student Services connect parents and students with the appropriate programs. These services can be accessed through our special education staff, school counselors, school nurse, Adult and Child, and a social worker.

## Demographics

Enrollment is composed of almost 650 students

30% are White

17% are Black

24% are Hispanic

5% are Multiracial

25% are Asian

71% of the students are on free or reduced lunch

29% of the students are English Language Learners

18% of the students have disabilities

## Description and Location of Curriculum

Southport Academy is committed to academic excellence. Our partnership with innovative educational programs such as Project Lead the Way facilitates real-world learning experiences that empower students to succeed in college, career, and beyond. We take pride in our team of award-winning staff who continually look for individualized approaches to meet students' needs. The Indiana Academic State College and Career Ready Standards and subject pacing guides drive the curriculum at Southport Academy for each content area. The curriculum maps for each academic area are located on a shared Google sheet where all staff can access maps and unit assessments. Each map specifies the content, skills, and state standards to be

taught and the type of assessments used. The majority of the students' day is spent with two teachers. One teacher teaches Language Arts and Social Studies and the other teacher teaches Math and Science. All 6<sup>th</sup> grade students receive nine weeks of instruction through the PLTW module of Design and Modeling. This occurs as part of the science instruction. In addition to the four core areas, each student has nine weeks of World Language and Culture, nine weeks of Art and eighteen weeks of Physical Education. Finally, each student has a Discovery period of Project Based Learning or Band, Choir, or Orchestra. During the Advisory period, all students receive instruction utilizing the program Second Step, which is rooted in social-emotional learning. For those students who meet the Township guidelines, the Academy offers Advanced Language Arts, Advanced Social Studies, Pre-algebra, and Advanced Science.

## **Parental Participation**

Parental participation in our school is led by our S6A/SMS Parent Teacher Organization (PTO). This group meets every month with the school's administration. They help to organize yearly activities for students and staff. Our PTO is involved with various fundraisers throughout the school year. Community Engagement Nights invite community members, parents and students to participate and gain a better understanding of a student's education. These informative nights occur twice a year, in the Fall and in the Spring.



## **Assessments**

1. ILEARN (Language Arts, Mathematics, & Science)
2. Checkpoints (Math & Language Arts–pilot year)
3. STAR (Reading Assessment–Lexile level)
4. AR (Accelerated Reader)
5. Unit Common Assessments (ELA and Mathematics Courses)
6. WIDA (Reading, Writing, Listening, Speaking Assessment for ELL students)
7. AIMSweb (Math & Reading for Tier II interventions)

ILEARN State Assessment (Language Arts and Mathematics)

STAR Reading is a fall, winter, and spring assessment that assesses growth in the area of reading comprehension.

## **Technology Available to Teachers and Students**

- Canvas
- Chromebooks for All Students (1:1)
- Desktop and Wireless Laptops
- Digital Cameras
- Digital Media Projector
- Document Cameras in Each Classroom
- Electronic Displays in Every Classroom
- Classroom Instructor Amplify Systems in Every Classroom
- Google Suite
- High Speed Wireless Internet
- ParentSquare and StudentSquare Communication Platform
- Skyward Student Data Management
- Twitter
- Vex Robotics
- Video Editing System
- Video Production Equipment
- Video Streaming
- 3D Printer

## **Safe and Disciplined Learning Environment**

- Adult & Child
- Anti-Bullying Policy/Awareness Program
- Attendance Incentives, Policies, and Procedures
- Building-Level Behavior Coach
- Building-Level Emergency Management Plan
- Cardinal Connection (Weekly School Newsletter)
- Cardinal of the Month
- Cell Phone policy- to limit out of instruction distractions
- Culturally Responsive Instruction
- Daily Scrolling Digital and Student Produced Video Announcements
- Drug Free Program
- EL Tutor/Translators
- Expectations Workshops with Teams
- Internet Guidelines and Policies for Students
- Naviance
- Panorama Survey
- ParentSquare/StudentSquare Communication
- Passport Passes used for hallway access- monitor student locations
- Positive Behavioral Interventions and Supports (PBIS)
- School-wide Discipline Procedures
- School-wide Dress Code
- Second Steps for Social Emotional Learning (SEL)
- SEL Committee
- Tardy Policy
- Two Building-level Interventionists
- Title 1 Math/Literacy Facilitator

## **Athletic Teams**

- Cross-Country
- Golf
- Soccer
- Tennis
- Swimming and Diving
- Wrestling
- Baseball
- Softball
- Track and Field

## **Clubs**

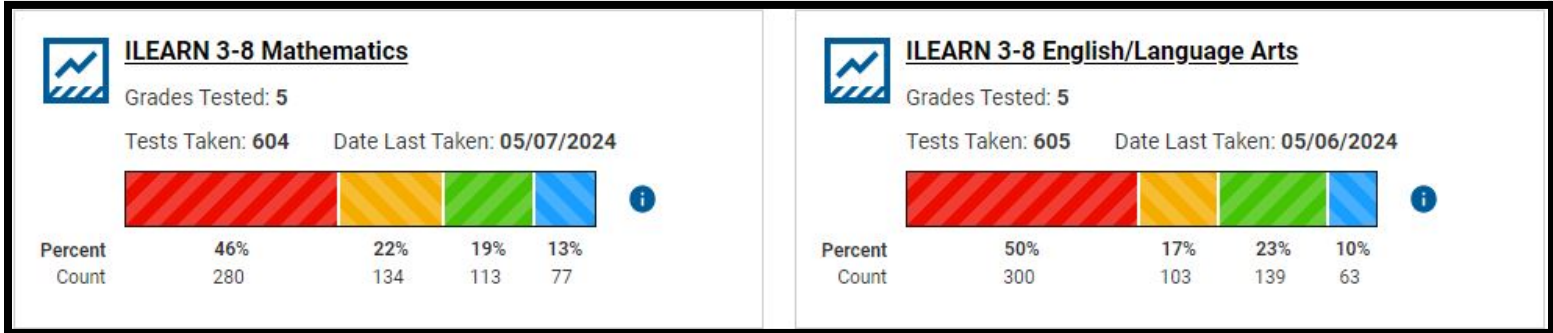
- Boys' and Girls' Club
- Bible Club
- Calm Club
- Campus Life
- Chess Club
- Color Guard
- Crochet Club
- Drama Club
- Girls' Inc.
- Heart and Sole Girls' Fitness Club
- Math Bowl/IASP
- Math Pentathlon
- News Crew
- Robotics Team
- Speech Club
- Spell Bowl/IASP
- STEM Club
- Student Ambassadors

# School Goals

## Attendance Goal

Southport Academy will increase overall student attendance to 98% for the 2024-2025 school year.

## ILEARN Goals



## By the end of the 2024-25 school year:

- Students at or above proficiency will grow or maintain their level in ELA or Math as measured by the ILEARN assessment.
- At least 10% of students (64) who are below or approaching proficiency, will increase their level in ELA or Math as measured by the ILEARN assessment.
- All students at grade-level Lexile will maintain or increase their proficiency.
- All students below grade-level Lexile will increase their proficiency by 100 points or more.

## EL Goals

Tier I students receive in-class support from EL tutors/translators, EL teachers, other teachers, and/or Instructional Assistants in a general education setting. Newcomers will receive instruction for a period each day from one of the EL teachers. 72% of EL students will grow or stay the same in Reading by the 2025 WIDA ACCESS. This will close the gap of how many decrease going to middle school. Less students decreased by 1+ levels in reading, closing the gap in average growth.

## **Instructional Goals**

Teachers will develop Individual Growth Plans (IGP's) during clusters based on school-wide goals. The Instructional Leadership Team (ILT) will follow-up to IGP's during walkthroughs and learning walks.

## **Yearly Cluster Goal**

Transfer of relevant best practice to the classroom in order to positively impact student achievement.

## **Cluster Cycle Goals**

### **Cycle 1**

By the end of Cycle 1, teachers will be able to become more familiar with the updated NIET Teaching and Learning Standards in order to positively impact their instruction.

### **Cycle 2**

By the end of Cycle 2, students will be able to analyze tasks with independence in order to enhance their problem solving and critical thinking skills in order to increase student achievement as measured on the ILEARN assessments. Students will continue to explain their text evidence in a written short-response/constructed-response.

# Southport Academy Action Plan

The focal point for the 2024-2025 school improvement plan is **visible thinking, problem solving, and constructed-response writing across the curriculum.**

**Goal:** By the end of the 2024-2025 school year, Southport Academy will maintain its School Accountability rating.

**Objective 1:** Ensure all students are effective readers and writers.

- **Benchmark A:** Students will show a minimum of one year's growth on ILEARN.
- **Benchmark B:** Students at the proficiency level or above will maintain that level as measured on the ILEARN Math and ELA assessments.
- **Benchmark C:** All students at grade-level Lexile will maintain or increase their proficiency.
- **Benchmark D:** All students below grade-level Lexile will increase their proficiency by 100 points or more.

**Cultural Competency/Areas Needing Immediate Attention:** Southport Academy and Perry Township have experienced a large growth in the ELL population due the refugee families from Burma settling on the Southside of Indianapolis. We are also seeing refugees from the Congo, Syria, and Afghanistan. In an effort to assist teachers, administrators, and support staff with the rapid changes, we have and will continue to utilize various activities and opportunities for professional development.

- We are and will continue to offer teachers and support staff SIOP training. 100% of Southport Academy teachers will be SIOP trained.
- We are using SIOP/Best Practices instructional strategies with students in the EL and General Education classroom.
- We are continuing training as it relates to the WIDA and the Can Do Descriptors.
- We have implemented a co-teaching model where ELL and/or Special Education teachers are teaching in the general education classroom to better support ELL and Special Needs students.
- We are utilizing RACE writing strategy for constructed responses in all content areas.

**Goal Statement:** All students, special needs, general education, and high ability learners will improve in reading comprehension and writing application skills in all content areas.

**Support Data:** 6th grade ILEARN Language Arts and Reading Comprehension/Math data, Tri-annual STAR data, and writing common assessments.

**Intervention:** All students will develop a wide range of strategies needed to comprehend, interpret, and evaluate written text. They will do so by drawing upon their prior experiences, their interactions with other learners, and their knowledge of word meaning and word identification.

**Research:** Best Practices, New Standards for Teaching and Learning in America's Schools, Zemelman, Daniels, and Hyde, Closing the Achievement Gap, A Vision for Changing Beliefs and Practices, Belinda Williams, The Art and Science of Teaching, A Comprehensive Framework for Effective Instruction, Robert Marzano, and A Framework for Understanding Poverty, Ruby Payne, Marzano's Taxonomy, Blooms and Coaching Classroom Instruction, Robert Marzano and Julie A. Simms

**Assessments:** ILEARN, STAR Reading, and common assessments

**Activity 1:** Intensive Instruction in Reading and Writing

**Person(s) Leading This Area:** Building Intervention Team/Title 1 Math/Literacy Facilitator

**Timeline:** 2024-25

**Resources:** Supplemental Materials (i.e., DOE Curriculum Framework for English/ Language Arts and Mathematics), Grade-level Academic Standards, NIET Best Practice Portal

**Staff Development:** Continued building/township professional development (cluster) opportunities on working with at risk populations and closing the achievement gap.

**Benchmark:** ILEARN State Standards Drilldown data for reading comprehension and writing, Aimsweb benchmarks, IXL, STAR (Lexile scores), and common assessments

**Activity 2:** Reading Interventions for students below grade level in reading and comprehension.

**Person(s) Leading This Area:** Classroom Teachers

**Timeline:** 2024-2025

**Resources:** UFLI & LETRS

**Staff Development:** Continued training of necessary staff through accessing the Science of Reading resources

**Benchmark:** ILEARN, Checkpoint pilots STAR Reading fall, winter, and spring Lexile scores, and common assessments

**Activity 3:** Reading Mastery Program for students more than two years behind in reading and comprehension.

**Person(s) Leading This Area:** Building Interventionist

**Timeline:** 2024-2025

**Resources:** Reading Mastery Signature Edition

**Staff Development:** 1:1 Support of Building Interventionist by Admin Team

**Benchmark:** ILEARN, Checkpoints, STAR fall, winter, and spring Lexile scores, Aimsweb comprehension and fluency testing, and common assessments

**Activity 4:** Resource time for students needing academic support

**Person(s) Leading This Area:** Special Education and EL Teachers

**Timeline:** 2024-2025

**Resources:** IXL, ALEKS, Reflex, AR

**Staff Development:** Continued training of necessary staff utilizing curriculum, Science of Reading resources

**Benchmark:** ILEARN, Checkpoints, STAR fall, winter, and spring Lexile scores, and common assessments

**Activity 5:** Amplify LA Series (Differentiated Instruction)

**Person(s) Leading This Area:** Classroom Teachers

**Timeline:** 2024-2025

**Resources:** Supplemental Reading Materials. 1:1 student devices, EL newcomer resources

**Staff Development:** Continued building level in-service for all staff members conducted by building administration and master teachers

**Benchmark:** ILEARN State Standards Drilldown data in the area of reading comprehension, reading comprehension strands and skills, STAR fall, winter, and spring Lexile scores, and common assessments

**Activity 6: School-Wide Title 1 Assistance Program**

**Person(s) Leading This Area:** Building-Level Administrators, Classroom Support Staff (Interventionist and Math/Literacy Facilitator), and Classroom Teachers

**Timeline:** 2024-2025

**Resources:** Building and district-level training

**Staff Development:** Building level on-site in-service/workshops/Cluster cycles

**Benchmark:** ILEARN, Checkpoints, STAR fall, winter and spring Lexile scores, and common assessments.

# Southport Academy Title 1 School-Wide Assistance Program

## Goal

By the end of the 2024-25 school year:

- Students at or above proficiency will grow or maintain their level in ELA or Math as measured by the ILEARN assessment.
- At least 10% of students (64) who are below or approaching proficiency, will increase their level in ELA or Math as measured by the ILEARN assessment.

## Poverty Rate

76.8% (Data based on IDOE Indiana GPS dashboard)

## Student Selection

Southport 6<sup>th</sup> Grade Academy will differentiate instruction and plan for supplemental programs for all students by using ILEARN data, STAR data (Lexile ranges), Common Assessments in reading and math, writing prompts, and Aimsweb.

## Supplemental Support

Southport 6<sup>th</sup> Grade Academy uses a Multi-Tiered Support System for reading and mathematics. Every student at Southport 6<sup>th</sup> Grade Academy receives 90 minutes of in-class language arts instruction. Every student at SA receives 90 minutes of in-class math instruction.

Southport 6<sup>th</sup> Grade Academy uses the Amplify LA series. This series is a scientifically-based, researched program designed to be utilized in the middle school classroom. Students receive large group instruction and then small group instruction based upon their skill level. Utilizing Title 1 funding, students who do not meet the benchmark for the reading series will be eligible to receive additional support during the school day from the math and literacy facilitators. Students will receive differentiated support through a push-in model to address each student's skill deficit area. The school's goal is to have 90% of its students reading at or above grade level by the end of 6<sup>th</sup> grade.

Students at Southport 6<sup>th</sup> Grade Academy receive instruction in mathematics using the McGraw-Hill Reveal program. These programs are scientifically-based, researched programs. Students receive large group instruction and small group instruction based on their skill level. McGraw-Hill Reveal Pre-Algebra programs are utilized with our top 15%. Each student at Southport 6<sup>th</sup> Grade Academy receives 90 minutes of math instruction in the classroom. Utilizing Title 1 funding, students that do not meet the benchmark for the math series will be eligible to receive additional support during the school day from the math and literacy facilitators.

Math and Language Arts instruction is based on the Indiana Academic Standards for grade 6. Math and Language Arts have skills and performance indicators for each learning outcome. Eligible students will receive supplemental competency-based instruction centered on their individual academic needs.

## **Family Involvement**

Southport Academy will be holding our Title I Parent Information Nights in conjunction with Family Engagement Nights in the Fall (October) and Spring (March) where our Title I goals and plan for providing services will be discussed with parents. All families are welcome to attend these nights together to connect learning between school and home. During these nights, parents will be taught ways to work with their children at home, given time to interact with their child through activities they use at school, and learn about the data used to track the children's progress. These nights will link together and will include tasks that require thinking and problem solving at home.

### **How does the school maximize family engagement to improve academic achievement?**

**Orientation Night  
Back to School Night  
Family Engagement Events  
Parent Teacher Conferences  
Newsletter  
ParentSquare**

### **In what ways are parents/families able to express ideas, concerns, and/or suggestions?**

**Feedback/Survey at Family Engagement Events  
ParentSquare  
Email  
Phone**

### **In what ways does the school involve parents/families to maintain or increase high levels of student attendance?**

**School/Family meetings  
Skyward  
ParentSquare  
Phone**

### **How do teachers and staff bridge cultural differences through effective communication?**

**ParentSquare translation  
Google translate  
Bilingual staff**

### **Describe strategies used to increase parental involvement.**

**Grade Checks at Family Engagement Events  
Survey at Family Engagement Events  
Family Engagement Events at various apartment complexes (to support families with transportation issues)**

## How does the school provide individual academic assessment results to parents/guardians?

Newsletter  
Skyward  
ParentSquare  
School Website

### Professional Development

Master Teachers are trained in the NIET Best Practices system. The Master Teachers deliver weekly professional development for planning, implementation, and assessment of learning. Each teacher and Literacy/Math Facilitator receives 50 minutes of PD per week. Staff will continue to examine their current instructional practices which includes differentiation, thinking, and problem solving. These professional development activities align with the Perry Township Schools Vision and Strategic Plan. Professional Development is focused on increasing student achievement of all students, specifically planning to impact the growth of our lowest performing students and challenging our highest performing students. Southport Academy utilizes specific strategies such as a school-wide RACE rubric for constructed-response questions. Strategy effectiveness is monitored through pre-and post-testing as well as field testing by Master and Mentor Teachers.

### Co-Teaching IMPACT

**Objective:** Classroom Teacher and a Co-Teacher working together with groups of students and sharing the delivery of instruction, with the co-teacher working with students on specific skills to reteach and differentiate based on observation and data analysis. Some examples of co-teaching include:

- **One Teach, One Support:** Teacher is primary instructor as co-teacher circulates the room and helps individual students.
- **Parallel Teaching:** Teacher and co-teacher plan together and teach the same lesson to different groups of students, either in different parts of the room or separate rooms.
- **Alternative Teaching:** Teacher is primary instructor while co-teacher works with a small group inside or outside of the classroom, with the co-teacher teaching a different lesson or the same lesson in a different way.
- **Station Teaching:** Students learn through different activity stations in the room, with the teacher and co-teacher teaching at different stations.
- **Team Teaching:** Teacher and co-teacher plan together and share in the instruction to all students. Both teachers have intentional roles within the instruction but collaboratively instruct together in the classroom.

**Goals of Co-Teaching:** Reduced Student/Teacher Ratio, increased instructional options for all students, more opportunities for students to be engaged in the material, more opportunities for reteaching and differentiation, and more support for students to learn and grow

The Literacy/Math Facilitator and Interventionists will be responsible for providing additional educational materials and instruction in the areas of skill deficit of each individual child, as identified through formative/summative assessments. The Interventionists and Facilitators will attend weekly professional development in which specific student strategies are taught to meet the skill deficit areas of our students.

### **Collaboration**

Southport 6<sup>th</sup> Grade Academy has students that qualify under special education, high ability, and identified ELL. We also have students who are serviced through Adult and Child Health-based on individual mental health needs. All involved individuals will collaborate on a regular basis in order to ensure that each child's needs are met to the best of the school's abilities.

### **Program Evaluation**

The pre/post scores of eligible students will be examined to determine the effectiveness of the Title 1 services. The STAR Reading Assessment is administered three times per year and shows the progress made towards becoming a proficient reader. Data will be kept on the growth of subgroups.