# Indian Creek Intermediate School

# Public Law 221 / School Improvement Plan

BE BOLD
BE BRAVE
BE YOU

2020-2021

# Table of Contents

**\*\* For the 2020-2021 school year, certain items within the the PL221 / SIP will be cancelled and/or postponed due to following the COVID-19 Re-Entry Plan, which was approved by the Johnson County Board of Health at the start of the school year. Also, no additional assessment data (IREAD, ILEARN, etc.) was added from the 2019-2020 school year due to COVID-19.**

## INDIAN CREEK INTERMEDIATE SCHOOL MISSION STATEMENT

**Indian Creek Intermediate School creates an educational environment in which each student is challenged and encouraged to achieve his or her potential.**

*Students and Teachers Empowering Minds*

## INDIAN CREEK INTERMEDIATE SCHOOL BELIEFS

We believe….

- The school environment will be caring, positive, and safe.
- All staff and students will be treated with dignity and respect.
- Individual differences and special needs should be recognized.
- Responsibility for learning will be shared by home and school.
- Students will be encouraged to reach their maximum potential.
- Success in learning results in future accomplishments.
- Social skills are learned through teaching, modeling, practice, and reinforcement.

**"At ICIS, we believe in the 3 R's.
I will have RESPECT for myself.
I will have RESPECT for others.
I will be RESPONSIBLE for all of my actions."**

# School and Community Description

## School Description
 Name: Indian Creek Intermediate School
 Corporation: Nineveh-Hensley Jackson United School Corporation
 Accreditation Year: 2018-2019
 Address: 1000 S. Indian Creek Drive, Trafalgar, IN 46181
 Telephone: 317-878-2160
 Fax: 317-878-2169
 Principal: Andrea Perry
 Enrollment: approximately 430
 Indiana School Number: 3411

## Demographic Data

Indian Creek Intermediate School was built in 1992 and is located in Johnson County. The Intermediate School was built for a cost of $7,300,000.  The students live in two Johnson County townships and one township from Morgan County. Three small towns are located within the area: Morgantown, Nineveh, and Trafalgar. The school corporation is in a predominately rural area.  Many of the parents are employed in the surrounding towns or in Indianapolis.

The most recent statistics indicate the population of the township as follows: Hensley Township - 3665, Jackson Township - 3448, and Nineveh Township-4457. This has resulted in an increase in student enrollment at Indian Creek Intermediate School which houses third through fifth grade.

## Cultural Component

Indian Creek Intermediate School has a very homogeneous population.  Of the 434 students last year (2019-2020), 95.2% are white, 2.1% are Hispanic, 2.1% are multi-racial. 0.2% are African-American, and 0.5% are Asian.  On a socio-economic level last year (2019-2020), 35.7% are economically disadvantaged. Last year (2019-2020), 15% of students were identified with disabilities. Teachers work consistently to provide opportunities to educate students about various cultures and celebrate our unique differences through classroom activities. Various staff from NHJ and/or Special Services provide presentations regarding the varied needs of the special education students, including autism, to the staff.

A past initiative that the Intermediate School took on to help all staff members understand the diverse population that we serve was to jigsaw a book dealing with students of poverty.  The entire staff studied Ruby Payne's book <u>A Framework for Understanding Poverty</u>, and it opened up wonderful conversations of how to best work with students who come from poverty.  It also gave insight into effective instructional strategies to help all student learners.

Various projects and activities that are scheduled throughout the year help students from varying backgrounds to appreciate one another.  Examples include service-learning projects to help various members of the community, art projects celebrating seasonal cultural events, seasonal musical programs with a cultural education component, including a study in the music department of African-American musicians, and a Grandparents Day Program.  Finally, the Principal and Mental Health Advisor provide a Bully Free Program utilizing the books <u>Only One You</u>, <u>You Be You</u>, and <u>Sticks</u>, as well as, classroom guidance lessons to teach students positive character traits, and that it is all right to be different.  The music and art programs have made a concentrated effort to introduce different cultures into the curriculum so that the students gain exposure to cultural ideas that are different from their own.

All of these activities have improved the awareness of the staff, teachers, and population of ICIS.  Many stakeholders including students and parents have made comments regarding how they appreciate the Anti-Bully Campaign and classroom guidance lessons.  They notice the students using the same vocabulary in defending and helping students presented with difficult situations.  The feedback received regarding the Grandparents Day Program is positive because the adults see all of the exciting things taking place in the school, at the same time, sharing how things were done when they went to school.


## Profile

Third through fifth grades are housed in the building.  The building has three main hallways in which 18 self-contained classrooms are located.  The facility includes an administrative office area, clinic, media center, STEM classroom, science lab, cafeteria, art room, music room, and a gymnasium.  The school building is air-conditioned and well maintained.

The building principal is Mrs. Andrea Perry.  There are 25 certified teachers, two full-time office staff, a Mental Health Advisor, a Technology Integration Specialist shared with the middle school/elementary school, and a media specialist assistant.  Classroom Assistants provide support to Special Education students, as well as High Ability students. The corporation employs a school nurse who serves in each of the four buildings.  Other support staff include: three custodians and ten cooks.

The school's media specialist administers the Scholastic Reading Counts program and sponsors a yearly Book Fair. The students use the Reading Counts Program to test comprehension of the books that they have read. Each book has a corresponding point value assigned depending on the difficulty and length of the book. Students are also given instruction on different reading genres during library visits. The staff is encouraged to use current professional journals and periodicals available to enrich instruction.

The school fosters good citizenship through various outreach projects that come up through the year. Some of these projects are school wide while other projects are conducted and spearheaded by the classroom teachers. In conjunction with physical education, the students raised $4,284 this year to support the Hoops for Heart Program. The students in the third grade raised $1,385 to buy Christmas presents for needy families in our community as well as raised $705 to participate and plant crops as part of a community garden initiative between the third grade, the FFA Group at the High School and a community group called the Lord's Locker. All of these efforts try to ensure that the students are becoming philanthropic, and thinking about others, in addition to themselves.

## Description and Location of Curriculum

Each teacher has digital access to the curriculum maps developed in language arts and mathematics. Teachers continually evaluate instructional strategies to best address the Indiana Academic Standards.

For the 2017-2018 school year, ICIS adopted Pearson enVision Math. The teachers in grades 3-5 also use an approved reading textbook as a tool to teach the students reading standards. With the change to ILEARN assessments, this will be analyzed closely as developments from the state and federal government emerge. The teachers at ICIS will utilize the scope and sequence documents produced by the State of Indiana so that the curriculum is taught at appropriate times throughout the school year.

## Educational Climate:
## Curriculum and Instructional Practices to Support the Academic Standards

The curriculum maps at Indian Creek Intermediate School are written to reflect the Indiana Academic Standards. The textbooks / digital curriculum are adopted after the State Board of Education has approved them and they reflect the Indiana State Standards. Lessons taught in mathematics and language arts include an objective outlined in the state standards.

ICIS teachers collaborated and utilized data from assessments (STAR, IREAD, ILEARN) to identify areas for curriculum advancement.  The Indiana Academic Standards have helped to focus the teachers' instructional time to meet the academic needs and weaknesses of the students.  As part of the professional development process, the teachers are using the STAR Assessment to determine areas of instruction that need to be improved between grade levels to better instruct all students in the Indiana Academic Standards.

Historically, the fifth grade teachers at the Intermediate School worked with technology to create a 1 on 1 program at the fifth grade level.  The program was expanded into the fourth grade to start the 2012-2013 school year.  The third grade students became 1 to 1 at the start the 2013-2014 School Year.  ICIS students continue to be 1 to 1 with Chromebooks. Different technology programs designed to support the curriculum are being implemented to stay current with the ways students learn in the digital age.  This transition is revolutionizing how standards and instruction are delivered on a daily basis.  Teachers use the Chromebook to deliver instruction in as many ways as possible.  It is exciting to see the creativity and the engagement of students increase as part of this initiative.

Indian Creek Intermediate School provides many opportunities for the academic, physical, and social growth of its students.  The students are able to participate in Reading Counts, Robotics Club, Art Club, Choir, Video Club, Mile Club, Student Leadership and Intramural sports for fifth graders.  The school continues to house a MATH Bowl team to reach the needs of the high achieving students, as well as new additions this year with Spell Bowl and Science Bowl teams.  An RtI Assistant works with teachers and students to aide in differentiating instruction.  The school provides special education programs, Title 1 Reading, and parent volunteers to assist in working with small groups.  Independent reading is encouraged through the library's Scholastic's Reading Counts Program.  This computerized program allows students to take quizzes to earn points and prizes for reading and comprehending what they have read.  Each year, the school-wide goal (100,000 points or better) includes a challenge from the principal to include a special event to celebrate Reaching Counts. Each grade level recognizes students who achieve Honor Roll status with grade levels taking special field trips throughout the year.

## Parental Involvement

Our school offers parents numerous opportunities to become involved.  We have an active Parent/Teacher Organization.  We have high parent participation in the fall parent conferences, STEM Family Night, Grandparent's Night, Sock Hop, student musical programs, and after-school activities and clubs.  The PTO provides a list of parents who are available to assist teachers in academic endeavors and with other school events.  All parent volunteers that assist individual classes and/or teachers are given a criminal background check to

ensure the safety of the students.  Parent volunteer tutors work with some students on a weekly basis to reinforce math and language arts skills.

## Community Involvement

Numerous local businesses have been supportive of Indian Creek Intermediate School.  Several local food businesses provide rewards for academic achievement and high attendance.   The physical education teacher sponsors Hoops for Heart Program annually to raise money to benefit the American Heart Association.  The school also supports a local food bank with food and clothing for those in our community who are less fortunate.  The Intermediate School has formed a strong partnership with area universities/colleges to allow student interns to gain practical classroom experience before graduation.

## Technology as a Learning Tool

The Intermediate School has software available for all subject areas of study. The Reading Counts Program is supported through the technology department.  It rewards students for reading and answering comprehension questions correctly.  It is used as a tool to help improve reading comprehension.  Student attendance is currently monitored by the school's administration software, Infinite Campus.  This program allows important information to get into the hands of parents and teachers.  Students and teachers utilize a math and language arts program called IXL to differentiate and meet the needs of all students. The Intermediate School Special Education Staff is also using a technology program called Read 180 / System 44 as a tool to improve reading comprehension, vocabulary, fluency, writing, and spelling.  The Title I students are using a program called LLI to improve reading comprehension and vocabulary.

Instruction includes the use of technology to support curricular areas. Internet access is available for students to research topics being studied in the classroom. Students receive basic computer instruction in STEM class.  With all grade level students each having a Chromebook, they are used on a daily basis to work in all instructional areas.  Digital cameras, flip cameras, multimedia tools, and video equipment are available for classroom use. The media center has DVD players and video editing equipment.  Each classroom teacher in the Intermediate School has a new flip Chromebook linked to the classroom projector to make the teacher mobile instead of being forced to be next to the overhead projector.  Each classroom also has a DVD player. The ICIS Video Club creates a student operated news show that has greatly added to the culture of the entire building.

## Safe and Disciplined School Environment

Our school provides a safe environment for the students by requiring all visitors to register at the office and wear visitor badges throughout the building.  All doors are locked during the school day, limiting access to the building.  We have a crisis team established to protect the students in the case of a threatening situation.  A crisis drill evacuation will be held annually to prepare for a non-weather situation.  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.  They include:

1. The Pledge of Allegiance is recited daily, as well as, the Respect/Responsibility Pledge and a Moment of Silence.
2. All new staff and volunteers have extended criminal background checks completed before employment.
3. Signs instruct visitors to report to the office.
4. Students are supervised at all times.
5. Fire drills are held monthly and emergency drills held as required.
6. A fire/evacuation plan has been created and is available in the front office.
7. A lock down/out drill is practiced each month.
8. NHJ School Corporation has adopted a tobacco free campus.
9. Emergency drill/Fire drill procedures are posted in every classroom.
10. Staff has been trained to respond to bomb threats.
11. Bus evacuation drills are provided for all riders.
12. A Mental Health Advisor is available to all students.
13. Drug, alcohol, and tobacco prevention programs presented to students.
14. A bully free school curriculum has been implemented into each classroom identifying and making teachers and students knowledgeable about bullying.

# STUDENT DATA

The following instruments provided data regarding student achievement:
ISTEP+, ILEARN, IREAD-3, STAR, Attendance Records

**2019 ILEARN data:**
3$^{rd}$ grade, 49% passed Language Arts and 72% passed Mathematics
4$^{th}$ grade, 47% passed Language Arts and 58% passed Mathematics
5$^{th}$ grade, 63% passed Language Arts and 65% passed Mathematics

**2018 ISTEP+ data:**
3$^{rd}$ grade, 74% passed Language Arts and 74% passed Mathematics
4$^{th}$ grade, 78% passed Language Arts and 82% passed Mathematics
5$^{th}$ grade, 68% passed Language Arts and 76% passed Mathematics

**2017 ISTEP+ data:**
3$^{rd}$ grade, 85.2% passed Language Arts and 72.2% passed Mathematics
4$^{th}$ grade, 74.4% passed Language Arts and 73.4% passed Mathematics
5$^{th}$ grade, 69.9% passed Language Arts and 72.9% passed Mathematics

**2016 ISTEP+ data:**
3$^{rd}$ grade, 76.5% passed Language Arts and 68.9% passed Mathematics
4$^{th}$ grade, 80.5% passed Language Arts and 77.4% passed Mathematics
5$^{th}$ grade, 61.3% passed Language Arts and 74.2% passed Mathematics

**2015 ISTEP+ data:**
3$^{rd}$ grade, 78.1% passed Language Arts and 71.5% passed Mathematics
4$^{th}$ grade, 79.7% passed Language Arts and 87.1% passed Mathematics
5$^{th}$ grade, 69.6% passed Language Arts and 82.2% passed Mathematics

The analysis of the current ISTEP+ data from grade 3-5 revealed areas of strengths and weaknesses for the entire school community.  This has given a focal point for future professional development initiatives.

**Language Arts**
1. Writing
2. Reading Comprehension

**Mathematics**
1. Problem Solving & Reasoning
2. Computation

This data is consistent with the trends that have been identified over the past four years and indicates that progress is being made in addressing weaknesses and opportunities.  The narrowing and focus on certain standards will allow for detailed instruction on the area where the students perform poorly.  With the new College & Career Readiness Standards, this type of curriculum/instructional analysis will continue to be critical to ensure that the teachers are teaching what is necessary for students to be successful.

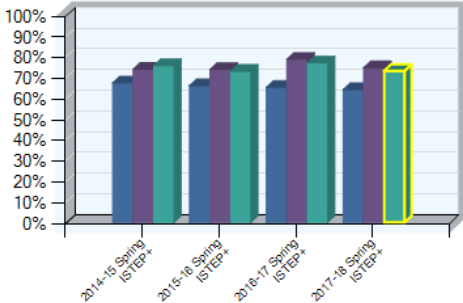# Nineveh Hensley Jackson – ICIS – 2018 Spring 'ALL GRADES' Passing
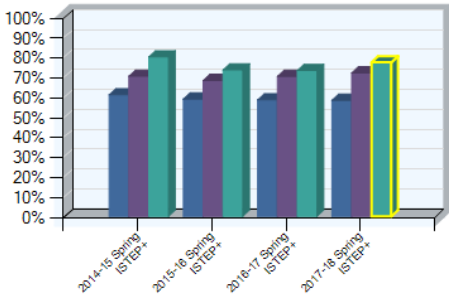


**MATH**



**ELA**

## How did students in this school perform on the statewide assessments?

Student proficiency measures whether students met or exceeded grade-level standards and expectations.

**English/Language Arts Proficiency**

Grades 3-8 — 52.1% — View Details
State Average 48.9%

**Mathematics Proficiency**

Grades 3-8 — 64.5% — View Details
State Average 48.7%

**Science Proficiency**

Grades 4 & 6 — 51.7% — View Details
State Average 47.4%

**Social Studies Proficiency**

Grade 5 — 62.4% — View Details
State Average 46.0%

**Reading Proficiency**

Grade 3 — 94.4% — View Details
State Average 87.3%

IREAD-3 Results

During the 2011-2012 School Year, the state of Indiana unveiled the IREAD-3 assessment to determine if a student was prepared for fourth grade. The emphasis that is placed on reading instruction was already a high priority, but faced increased stress in order to prepare the students for this assessment. The chart below shows how well the students in the third grade did on each assessment. Students that did not pass were offered summer remediation to prepare them for fourth grade and the summer administration of the test. The students at the Intermediate School were the second ranked school in all of Indiana during 2011-2012 and second in Johnson County during the 2012-2013 administration of the test. Indian Creek Intermediate School students continue to demonstrate excellence on the IREAD assessment.



IREAD-3 Percent Passing Trend
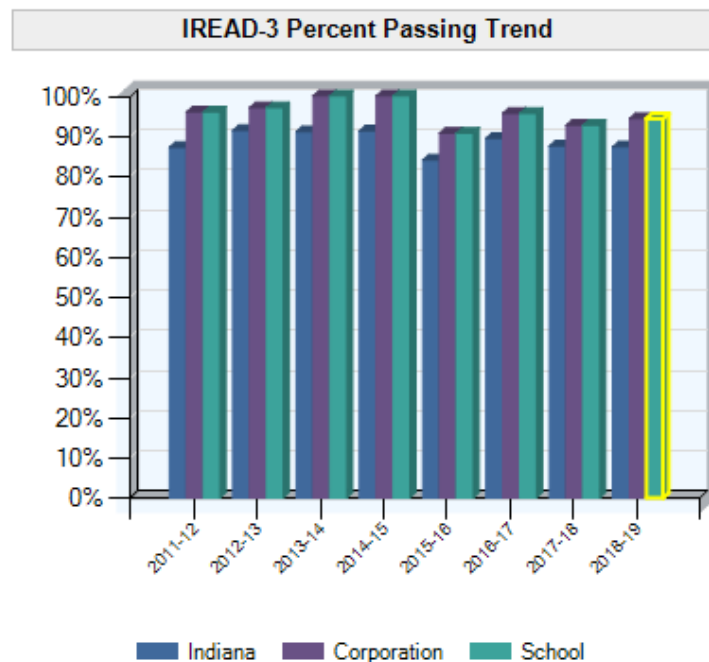
## STAR

During 2015-2016, Indian Creek Intermediate School used ACUITY Readiness Testing to formulate Specific Learning Objectives. Each grade level participated in all parts of the testing offered. The data that was gathered regarding individual students was used to help drive the instructional path for each student. An increased level of accountability came with teachers using data gathered at the start and the end data to help to guide the instructional path for both the entire classroom learning objective as well as the targeted learning objectives identified by the teachers. For the 2016-2017 school year, NHJ transitioned to STAR. The formalized data collected and gleaned from STAR assessment will continue to accompany the ISTEP+/ILEARN data to drive the overall direction of professional development initiatives.
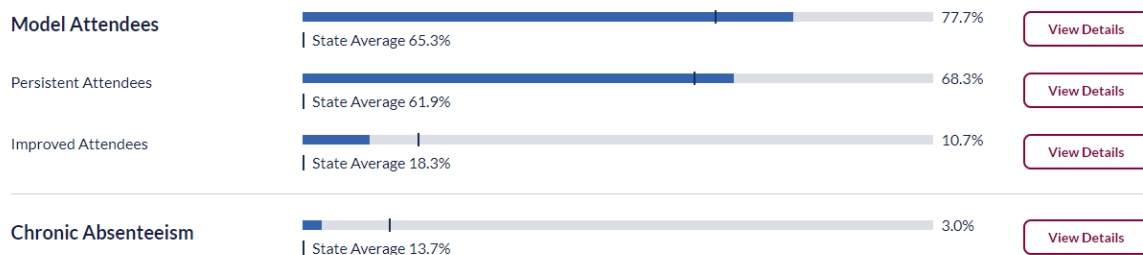
Attendance

| Grade | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------|---------|---------|---------|---------|---------|---------|---------|---------|
| **Attendance By Grade** | | | | | | | | |
| Grade 3 | 96.6% | 97.0% | 96.9% | 97.5% | 97.0% | 96.8% | 97.1% | 96.8% |
| Grade 4 | 97.1% | 96.5% | 97.3% | 97.5% | 97.5% | 97.4% | 96.7% | 97.4% |
| Grade 5 | 96.4% | 96.5% | 96.8% | 97.3% | 96.8% | 96.6% | 96.8% | 96.4% |
| Grade 6 | | | *** | | | | | |
| Grade 7 | | | | *** | | | | |
| All Grades | 96.7% | 96.6% | 97.0% | 97.4% | 97.1% | 96.9% | 96.9% | 96.8% |
| *** suppressed | | | | | | | | |

Analysis: The 2017-2018 attendance percentage was 96.83%. Indian Creek Intermediate School's attendance rate is better than the state's attendance rate over the past eight years. The school has offered incentives throughout the year to encourage students to attend every day. The school will continue to research and implement activities and incentive programs with the aim of improving the overall attendance rate so that optimum instructional time is achieved on a daily basis.

**What are the patterns of student attendance in this school?**

Student attendance measures whether students are considered "model attendees" by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.

**Model Attendees** — 77.7%
State Average 65.3%
[View Details]

Persistent Attendees — 68.3%
State Average 61.9%
[View Details]

Improved Attendees — 10.7%
State Average 18.3%
[View Details]

**Chronic Absenteeism** — 3.0%
State Average 13.7%
[View Details]

# SCHOOL IMPROVEMENT PLAN

# LANGUAGE ARTS STUDENT PERFORMANCE GOAL

A. <u>Target Area</u>:
Instruction in reading comprehension and writing instruction will focus on research-based methods.   A consistent terminology and strategy list to teaching comprehension strategies and writing instruction will be implemented throughout the school in reading and content areas.

B. <u>Student Performance Goal</u>:
Students will maintain or exceed a 5 percentage point advantage over the statewide averages in the reading comprehension and writing application portions of the ILEAERN testing for the current academic school year.  The students will be able to respond to both non-fiction and fiction and improve reading comprehension in all subject areas.

C. <u>Specific Strategies and Interventions</u>:
1. Continue to study the book by Irene Fountas and Gay Pinnell's book <u>Teaching for Comprehending and Fluency Thinking, Talking, and Writing About Reading, K-8</u>.  Work on implementing strategies tied to reading comprehension and reading vocabulary.
2. Implement strategies from the texts <u>Nonfiction Matters </u>specifically studying chapters 11-14 that focus on writing applications.  Jigsaw the book <u>The Reading Zone</u> focusing on reading comprehension.
3. Utilize STAR assessment data throughout the school year to determine needs and measure growth.
4. Implement the writing component Read 180 Next Generation for Special Education Students to increase their reading level and writing levels.
5. Utilize 45 minutes of reading instruction in the Title I block to ensure that struggling readers get at least 135 minutes of Reading instruction per day.
6. Implement Indiana Academic Standards into the instructional toolbox of all teachers in both reading and mathematics instruction.

D. <u>Resources</u>
1. <u>Teaching for Comprehending and Fluency Thinking, Talking, and Writing About Reading</u> by Irene Fountas and Gay Pinnell
2. <u>Nonfiction Matters</u> by Stephanie Harvey
3. <u>The Reading Zone</u> by Nancy Atwell
4. <u>The Differentiated Classroom: Responding to the Needs of All Learners</u> by Carol Ann Tomlinson

E. Data Evaluation of Strategies
   1. Gather baseline information from the administration of the STAR test.
   2. Place students into differentiated groups during scheduled RtI.
   3. Compare the STAR data to the spring ILEARN testing results.

F. Professional Development
   1. Working with all staff members to provide ongoing intervention training tied to RTI (Response to Intervention)
   2. Book Studies-Grade Level/Staff Meetings/Early Release Days
   3. Grade level meetings discussing reading comprehension strategies and writing strategies
   4. Smekens Writer's Workshop Conference

G. Timeline of Activities for Interventions
1. Professional Development studying the use of the Essay Scorer Writing Program associated with the Reading Program used in grades 3-5 and expanding the instructional toolbox all teachers.
2. The administration of the STAR assessment scores will be the baseline data before interventions have been implemented and instructional resources employed. The final STAR testing data will help gauge success of teaching interventions and ILEARN passing.
3. Study and implement Indiana Academic Standards into the instructional toolbox in preparation for the new college career ready assessment.
4. Study the reading texts collaboratively on improving reading comprehension, especially the focus on informational texts.
5. Continue to study additional reading comprehension strategies with an emphasis on non-fiction texts, specifically on science and social studies comprehension.
6. Determine whether STAR Assessments are the best predictor of success and tool to help teachers prepare students for ILEARN.
7. Staff development on reading comprehension will continue specific to the needs articulated on the assessment results.
8. Staff development on STAR.
9. Determine from the results gathered during the school year the areas of weaknesses that need professional development.

MATHEMATICS STUDENT PERFORMANCE GOAL

A. <u>Target Area</u>:
Instruction will be made in mathematical problem solving and reasoning with additional focus on computational skills.

B. <u>Student Performance Goal</u>:
The students will maintain or exceed a 5 percentage point margin over the ILEARN testing for the current academic school year.

C. <u>Strategies</u>:
1. STAR Adaptive testing will be administered to each student to determine areas of weakness for students across the building and to target classroom learning objectives and targeted student learning objectives.
2. Use of instructional resources to drive the instruction of the students who performed poorly on various areas of the adaptive test.
3. Continued use IXL Math Program as an extension and remediation tool for students.
4. Achievement testing at each grade level studied for trends and areas of concern. (ILEARN results, STAR, and locally developed common assessments)
5. Utilization of Reflex Math across the building to improve mastery of basic math facts.
6. Teacher directed instruction modeling curriculum according to the identified Indiana Academic Standards.
7. Teachers spend up to twenty percent of the math instructional time a week delivering Problem Solving instruction and utilizing the recommended educational software programs specifically tied to math problem solving.
8. Refresher course for staff development of the Hands On Algebra Curriculum.
9. Target areas will be supplemented with resource materials outside the adopted textbook. i.e. <u>Teaching Problem Solving in Grades 3-5</u>.
10. Work with all staff members on how to effectively differentiate instruction to meet the varied needs of students regarding problem solving.

D. <u>Timeline of Activities for Interventions</u>
1. Revisit the book and program Hands On Algebra to develop Algebra skills.
2. Revisit math instruction using Pearson enVision Math as the school-wide math instructional tool tied to the Indiana Academic Standards.
3. Study IXL Math data trends.
4. Study progress of Reflex Math data trends.
5. Ongoing instructional conversations between grade levels regarding Indiana Academic Standards, STAR results and ILEARN Results.

6. Staff development to be determined by weaknesses in the assessment data.
7. Revisit common assessments to find gaps in the instructional strategies showing up on standardized testing.

E. Resources Needed to Implement Interventions
1. A resource file of effective problem solving techniques for use by staff members.
2. Technology department assistance in implementing Mathematics instructional programs (IXL Math, Reflex Math, etc.)
3. Analysis of objectives mastered in IXL Math/STAR related to passing percentage on ILEARN.
4. Continuing professional development workshops/ resources for problem solving, geometry, and algebra instruction.
5. Professional Development on the technology tools associated with Pearson enVision Math.
6. Time to effectively study STAR and ILEARN math results looking for areas to grow.

# ATTENDANCE STUDENT PERFORMANCE GOAL

A. <u>Target Area</u>:  Student Attendance

B. <u>Student Performance Goal</u>:
Students will attend school on a regular basis achieving the attendance rate of 97%.  Students who are excessively absent from school will be referred to the Family Resource Program Coordinator (Johnson County Community Corrections). Incentives will be established to promote high attendance throughout the entire school culture.

C. <u>Strategies</u>:
1. The attendance policy will be printed in the Student Handbook and a Calendar will be given to each student.
2. Attendance letters will be mailed after 7 days and 10 days of absence without a medical doctor's statement.
3. A parent conference will be held after a student accumulates ten days of absence without a medical doctor's statement.
4. The student will be referred to the Family Resource Coordinator after accumulation of 11 days of absence without a medical doctor's statement.
5. Creative attendance incentives will be utilized throughout the year to promote individual and school-wide attendance goals. (I.E.- Perfect Attendance event, Monthly Attendance Contests, Nine-Week Attendance Trophy)

D. Timeline of Activities for Intervention
1. Parents informed of attendance guidelines at the start of the year through multiple forms of communication.
2. Incentive Programs initiated to promote perfect attendance
3. Information to parents about the importance of regular attendance sent home in school newsletters and other forms of communication.

E. Resources Needed to Implement Intervention
1. Student management software (Infinite Campus)
2. Family Resource Counselor
3. Funding for incentive programs

# PROFESSIONAL DEVELOPMENT PLAN

Professional Development for the teaching staff is a high priority for Indian Creek Intermediate School.  Staff members are encouraged to attend conferences and seminars.

A. Indian Creek Intermediate School provides staff meetings, Early Release Meetings, Grade Level Meetings, and memorandums to keep the teachers and staff informed of current issues.
B. The school provides substitutes at times for classroom teachers so that the teachers can engage in training to enhance the curricular/instructional strategies being used by the teachers.
C. All grade level teachers participate in monthly grade level meeting identifying and discussing curriculum and assessment issues.
D. The school corporation allots days to be used for continuing education.
E. The school provides activities that improve the cultural competency of all stakeholders.
F. The school has identified goals to be addressed by the Professional Development Plan.
   1. To facilitate instruction that will improve student academic performance in the skill area of reading comprehension and writing instruction.
   2. To facilitate instruction that will improve student academic performance in the skill area of mathematical problem solving and increasing computation skills of the students.
G. Professional Development Plan and Timeline
   1. Professional Development Agenda
      a. School-wide book studies of reading comprehension texts especially designed to address non-fiction content texts.
      b. Utilize RtI time to differentiate for student needs based on STAR data trends.
      c. Professional development/teacher training on computer software programs Reflex Math, IXL Math, and Math Blasters Pre Algebra.
      d. Revisit the Envision Math instructional tools and software to support implementation of the Indiana Academic Standards and current ILEARN Assessment Data.
      e. Study of Hands On Equations
      f. Provide activities to students and staff related to improving the Cultural Competency of the Intermediate School.  These activities include:  Special Education sessions related to Autism Spectrum Disorder, differentiation training, MLK Day activities, celebration of Black History Month, service

learning projects, Anti-Bullying presentations, as well as, classroom guidance lessons.

g.  Using data collected from the Spring ILEARN test and the STAR assessment to analyze which standards and areas need to be addressed prior to the administration of that assessment.

h.  Sharing of comprehension and vocabulary strategies among staff.

i.  After each staff development activity, an immediate evaluation of the educational value of the staff development activity.

j.  Survey students, parents, and teachers regarding the effectiveness of the cultural competency of the entire school community.

k.  Data collected from ILEARN, STAR, and locally developed common assessments will be analyzed to look for positive and negative trends that tie in with the instructional changes/new strategies that have been implemented as part of the Professional Development Plan.

# ASSESSMENT PLAN

To ensure a quality education for all of the students in the Intermediate School, the following assessment tools will be used:

1. ILEARN (AIR System)
2. STAR Adaptive scores will be used to determine whether the intervention strategies that are being used in the classroom are successful.
3. Local technology tools including IXL, Reflex Math, etc. will be sources of data to determine what is working and what is not working in the classroom.

Results of the assessment tests will be obtained, compared and assessed for validity by the classroom teacher and the principal. The data will be analyzed for direction in curricular and instructional planning.

1. All ILEARN data will be analyzed with respect to Proficiency Indicators.
2. All STAR data will be analyzed with respect to ILEARN and scores provided to monitor expected progress.
3. All analyzed data will be given to all teachers to formulate future professional development activities that meet the needs of Indian Creek Intermediate School.

# DATA COLLECTION TIMELINE/PLAN

1. Implement and analyze STAR and ILEARN scores looking for growth in reading comprehension and writing in particular (Corporation Data Coordinator/ Principal).
2. Use analysis of data to guide curricular planning, school improvement, and staff development plans.
3. Study the results of the Spring ILEARN test and STAR testing to determine which instructional areas need to be revisited prior to the assessment being given.
4. Study the results of ILEARN looking specifically at the results for reading comprehension and writing applications connected with the strategies that were implemented and studied with book study groups.
5. Analyze, evaluate, and revise common assessments for mathematics and language arts specifically tied to the standardized assessments (Teacher + Principal).
6. Use analysis of data to guide curricular planning, school improvement, and staff development plans.
7. Continue to analyze STAR and ILEARN data trends to guide daily lesson planning and curriculum decision-making.
8. Use analysis of data to guide curricular planning, school improvement, and staff development plans.