Concord Community Schools

2018-19

School Improvement Plan

Concord Intermediate School

59197 CR 13

Elkhart, IN 46517

(574) 830-0300

Contents

Introduction

The ultimate goal of this plan is to support the following Concord Community Schools' Long-Range Strategic Goals:

- To ensure the continuous growth of student academic achievement for all
- To ensure each school exemplifies a safe, secure, and effective teaching and learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure district-wide fiscal responsibility

Planning and Reporting

This plan was prepared with attention to the following details:

- Is this plan **congruent** and compatible with celebrations and support already in place in the district?
    - o This plan supports our district mission statement, Preparing All Students for Success. Our building mission statement enhances the development of our students, staff and community by believing in kids, providing hope, and nurturing their learning.
- Does this plan **respect diversity** by including multiple measures of student achievement?
    - o This plan respects diversity through multiple measures.
- Is the plan **accurate**? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?
    - o The plan uses anecdotal data, as well as assessment data. The measures identified in the plan correlate with state and district expectations.
- Does the plan delineate clear and **specific** ideas of what is expected and what must be done to help students achieve?
    - o The plan identifies specific goals and strategies to help students achieve.
- Does the plan allow for both formative and summative **feedback for continuous improvement**? Are the results expected to be used to make informed decisions?
    - o The plan has built in assessment points to provide feedback and also to make informed decisions.
- Is there **universal** accountability – not only for students, but also for parents/guardians, teachers, and school administrators?
    - o Student achievement and growth is the responsibility of all stakeholders and represented in this plan.
- Is the plan **fair** – structured so that everyone knows the rules and applies them consistently?
    - o Refer to "Professional Development" and "Parent Participation" sections of this plan.

This school improvement plan was prepared during the 2017-18 school year for the 2018-19 school years and included representation from the following stakeholder groups:

- School Administration
- School Teachers
  - CTA representation of the teacher group was comparable to membership percentage for the building
- Parents/Community Members (Not on staff)

School Information

Concord Intermediate School (CIS) serves as the first time students join from all of Concord's K-4 schools. Students will remain with the same students through graduation in 12th grade.

Programs

With all fifth and 6th graders in the same building, programming can be directed at those students' needs and focused on how to prepare those students for their next phase in life. To date, CIS has developed a transition program for our students, and we have put into place student assistance teams in the following areas: Student Support, Adult Support, Strategies, and Core. We have an established PTO, and our School Improvement Team will be engaged in the process of reviewing the implementation of the school improvement plan.

Standards-Based Curriculum, Instruction and Assessment

CIS has continued implementation of the Indiana Academic Content Standards and has continued the work of aligning our curriculum maps with those standards. Instruction is aligned to maps and the correlated blueprints, indicating the time of year for each indicator of student learning. In addition, instruction continues to be supported by district-level and in-house professional development on reading, mathematics, and instructional pedagogy. Assessment has been focused on the Indiana Academic Standards will be measured by ILEARN. In addition, electronic assessments are also used to guide instruction in reading and mathematics. For the 2018-19 school year, assessments will be focused on the Indiana Academic Standards. Measurements will include NWEA Math, Reading, and Language assessments. Additionally the school will use Accelerated Reader, Reading Levels, WIDA ACCESS, common assessments and ILEARN.

Mission Statement

Concord Community Schools will achieve 90+% results in reading and writing, mastery of state and national standards, and college- and career-readiness.
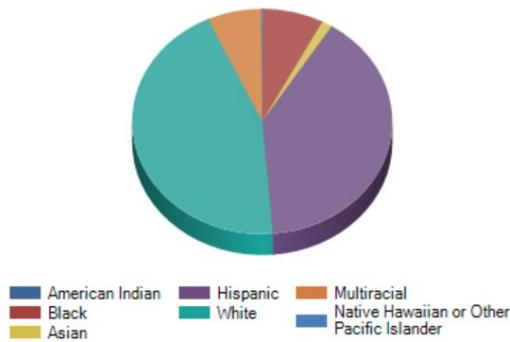
This mission statement will be embedded into monthly staff meetings and into daily practice at CIS for all stakeholders.
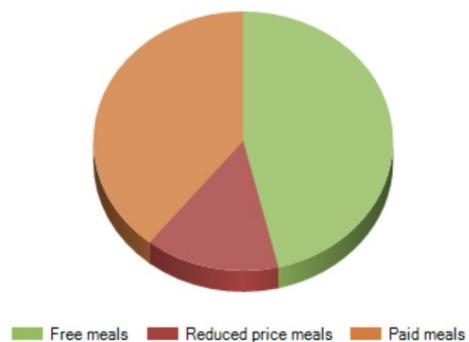
Demographic Profile Report

CIS is specifically located in Dunlap, a suburb of Elkhart and Goshen in northern Indiana. According to the World Media Group, LLC., "As of 2010-2014, the total Dunlap population is 6,557, which has grown 11.38% since 2000. The population growth rate is higher than the state average rate of 7.60% and is about the same as the national average rate of 11.61%" (USA.com).   Furthermore, it is important to note that the community is becoming more diverse as the population grows. The Indiana Department of Education (IDOE) reports that the Hispanic population has increased the most in the Dunlap area over the past couple of years (Kids Count Data Center). The population change has resulted in a pronounced shift in our schools demographics as noted in the graphs below.

The majority of our students qualify for free or reduced lunch. The percentage has remained fairly consistent with approximately 60% of our student population receiving financial assistance for their meals (IDOE). In order for a student to qualify for assistance from the free lunch program, their family's income has to be below 130% of the poverty guidelines. The growing poverty in Dunlap and Elkhart County is and has been a concern.

Enrollment 2017-18 by Ethnicity

Legend: American Indian, Black, Asian, Hispanic, White, Multiracial, Native Hawaiian or Other Pacific Islander

Enrollment 2017-18 by Free/Reduced Price Meals

Legend: Free meals, Reduced price meals, Paid meals

Attendance

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 3			***	***	***		
Grade 4	94.2%	***	***	***	***	***	***
Grade 5	96.9%	96.2%	96.3%	96.7%	96.5%	96.4%	96.1%
Grade 6	96.7%	96.4%	95.8%	96.5%	96.2%	96.0%	95.4%
Grade 7					***	***	***
All Grades	96.8%	96.3%	96.0%	96.6%	96.3%	96.2%	95.8%

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Attendance By Grade

Attendance Rate Trend
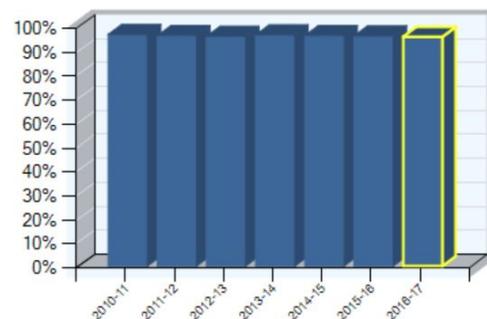
AYP History

Not applicable to CIS.

Performance Data

The data listed below shows an upward trends in students passing both Math and E/LA in 2017-18. Implementing a viable curriculum focused on critical state standards is attributed with this growth. Throughout the 2017-18 school year, we saw tremendous growth for students taking ISTEP in both Math and English/Language Arts, especially for our students in bottom 25%. Curriculum maps were adjusted to insure adequate time and assessments were being given. The following data points are as follows:

Overall ISTEP+ Pass Rate
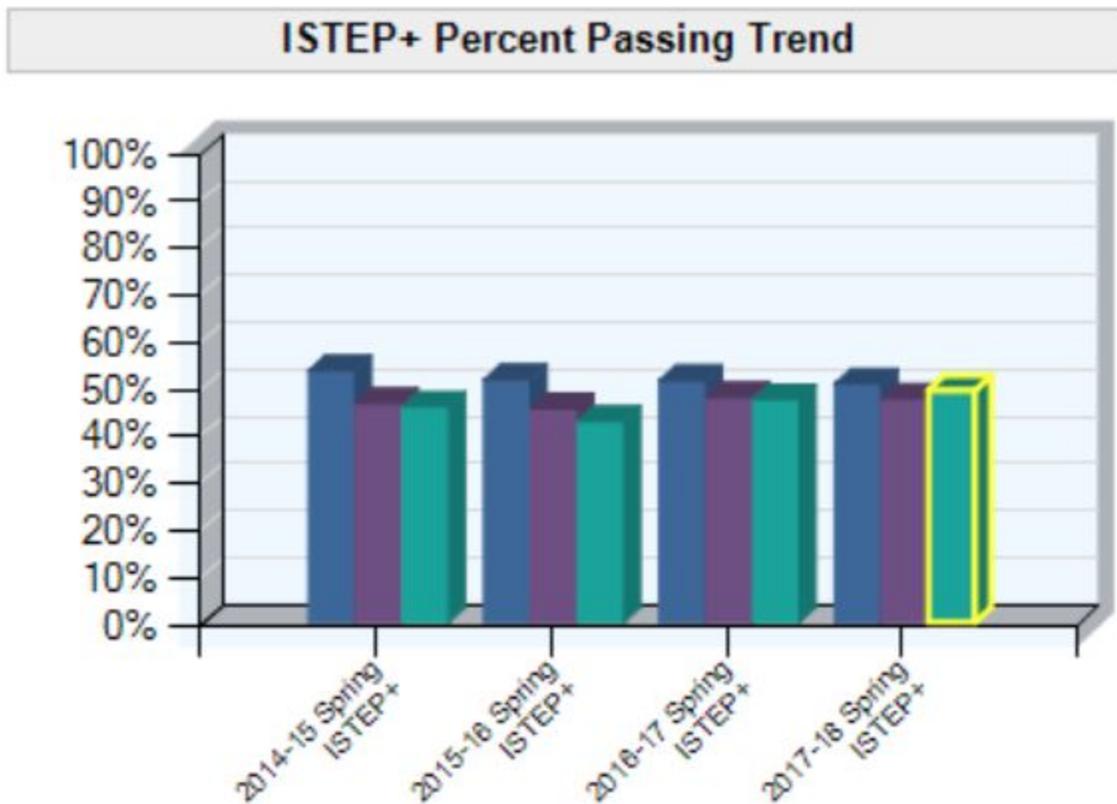
5th Grade ELA

ISTEP+ Percent Passing Trend
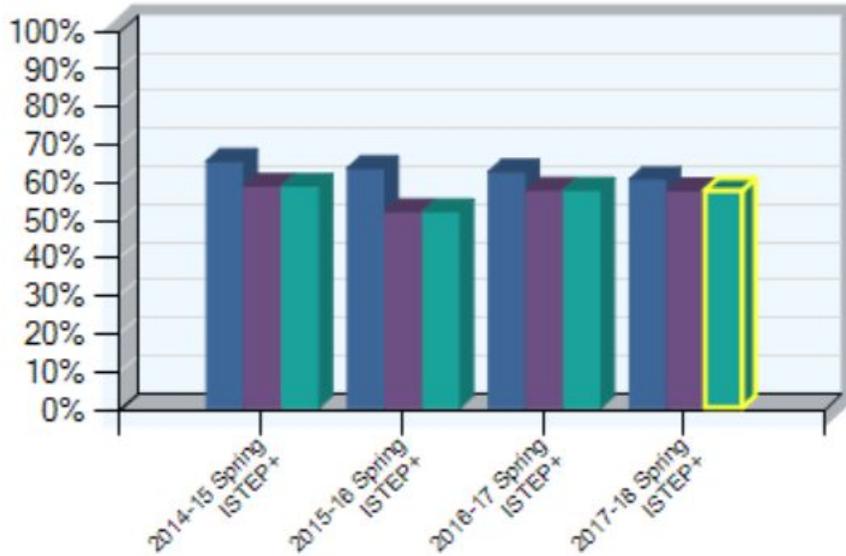
6th Grade ELA

ISTEP+ Percent Passing Trend

<u>5th Grade Math</u>

6th Grade Math

Comprehensive Needs Assessment & Root Cause Analysis

The district continues a renewed push to focus instruction and assessment on Indiana standards in conjunction with a foc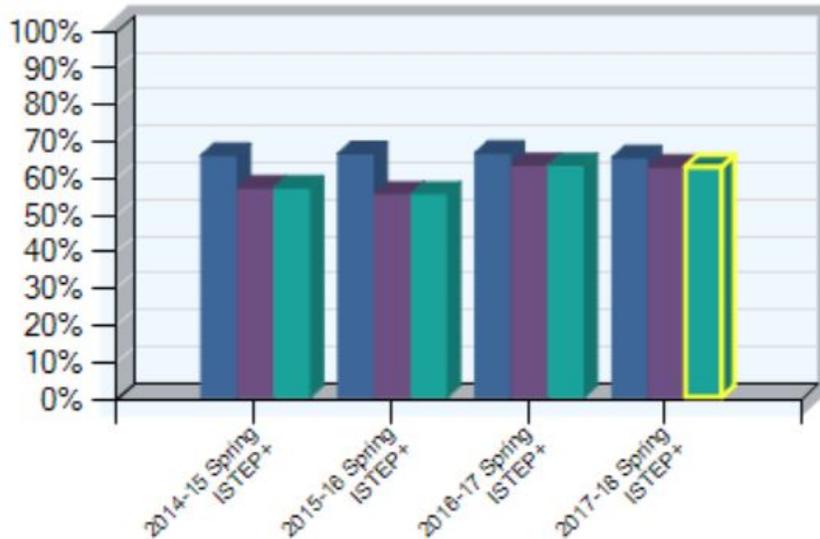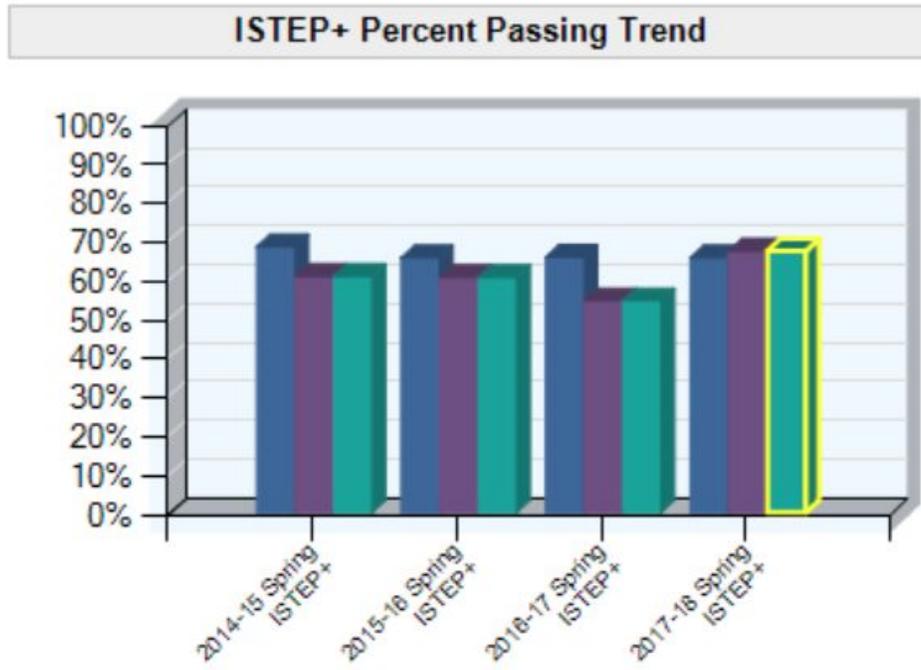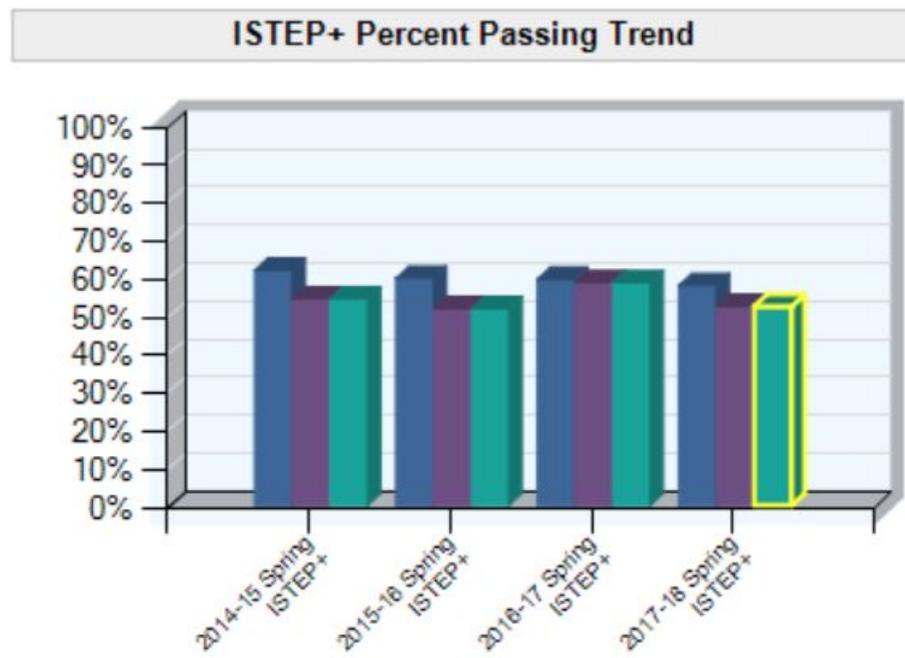us on mastery learning. Curriculum maps in ELA and in math are being revamped to help facilitate this focus with common assessments to follow. Teachers will focus on teaching and assessing critical and important standards per the Indiana Instructional Guidance documents and ensuring instruction is at high levels. Many instructional practices within the building in the past several years have focused on low level learning activities such as spelling tests and copying definitions from dictionaries. Overall, instructional capacity is high within the building but the curriculum choices at the building level have not focused on reaching the depth and rigor demanded by the new Indiana standards.

Action & Monitoring Plan

Goal 1: Increase student reading levels.

Building-Level Problem of Practice (POP)

While there has been an increase in CIS students' performance on state assessments, the percent passing remains below the state percentage in passing. A student's reading level is a primary indicator or grade level achievement.

SMART Goal

The number of CIS students showing grade level achievement will increase from 58% to 61% as indicated on NWEA end of the year testing.

Theory(ies) of Action

- Close Reading activities will occur at least once every 4 weeks.
- Argument writing will offer students to think more critically
- Students will be assessed after each 4 week window. Students that did not master the standard assessments will have the opportunity to be retaught with different instruction.

Student Group

All students in 5th and 6th grade.

Grade Level(s)

Both 5th and 6th grade.

Strategies-in-Action *(IF, THEN) Statements*			
Intervention/ Implementation Strategies	**Student Results Indicators** *THEN we expect to see an increase in the percent of students "Proficient" or*	**Desired Results** *(What will the adults be doing differently when you*	**Sources of Data to Monitor** *(Insert what data sources will be used for progress monitoring throughout the*

IF the adults… (insert your 1-2 measurable strategies)	*higher from baseline to at least one grade level growth on…* *(Insert your student assessment and the targets you identified.)*	*are successful at this goal?* *What will the students be doing differently when you are successful at this goal?)*	*goal period, not just at the end.)*
1) Utilize close reading strategies… 2) Offer more opportunities for students to write argumentatively… 3) Reteach standards for students in smaller groups…. 4) Provide reading intervention for students below grade level...	...then 62% or more of students will perform on grade level in reading.	● Think critically asking higher level questions ● Rethink/redesign curriculum to include close reading and argument writing ● Collaborate to consider how to regroup/reteach students that have not yet mastered a standard ● Create small groups for daily reading intervention focused on student needs	● NWEA Reading ● Running Records

Goal 2: Increase student standard mastery of state standards.

Building-Level Problem of Practice (POP)
While curriculum has been identified and focused on critical Indiana state standards, instruction has not met the needs of students that have shown a lack of mastery in these standards.

SMART Goal
With an identified and viable curriculum, teachers will assess, regroup, reteach, and reassess students needing additional support on critical Indiana standards in both Reading and Math. Through described mastery learning, students will show 70% mastery of Reading and Math critical standards.

Theory(ies) of Action
Three levels of assessments will be created to assess grade level standards allowing teachers opportunities to reassess students after additional opportunities for students to master standards. Teachers will work in collaborative teams to regroup students into smaller groups with like needs. Students showing mastery of standards will receive opportunities for enrichment.

Student Group
All students in 5th and 6th grade.

Grade Level(s)
5th and 6th grade.

Intervention/ Implementation Strategies *IF the adults… (insert your 1-2 measurable strategies)*	Student Results Indicators *THEN we expect to see an increase in the percent of students "Proficient" or higher by at least 90% on…* *(Insert your student assessment and the targets you identified.)*	Desired Results *(What will the adults be doing differently when you are successful at this goal?* *What will the students be doing differently when you are successful at this goal?)*	Sources of Data to Monitor *(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)*
1) Focus instruction on critical state standards…. 2) Assess students for mastery of standards.... 3) Evaluate data, regrouping students into groups of students learning the same standard… 4) Reteach standards in smaller groups...	….70% of students will show grade level mastery of critical state standards.	● Show mastery of state standards ● Use data to inform instruction ● Collaborate on ways to differentiate instruction for different learners	● Mastery assessments in Reading and Math

(table header row: Strategies-in-Action (IF, THEN) Statements)

Goal 3: Decrease office referrals and Increase student attendance.
While behavior systems have been placed within the school, there continues to be a large number of office referrals as well as many students missing more than 10 days of school.

SMART Goal
CIS will decrease level two office referrals by 12% from 820 to 720 and decrease the number of students missing 8 or more days of school by 15% from 351 to 300 by the end of the year.

Theory(ies) of Action
If CIS staff support students through the creation of classroom mission statements, teach the 7 Habits, provide students with leadership opportunities, and create a common language and expectation throughout the school, students will have more ownership in their actions.

Student Group
All CIS students.

Grade Level(s)

5th and 6th grade.

Strategies-in-Action *(IF, THEN) Statements*			
Intervention/ Implementation Strategies ***IF** the adults… (insert your 1-2 measurable strategies)*	**Student Results Indicators** ***THEN** we expect to see an increase in the percent of students without a discipline referral to the office from 73% to 85% on…* *(Insert your student assessment and the targets you identified.)*	**Desired Results** *(What will the adults be doing differently when you are successful at this goal?* *What will the students be doing differently when you are successful at this goal?)*	**Sources of Data to Monitor** *(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)*
1) Consistently use a common language centered around the 7 Habits of Highly Effective People…. 2) Offer positive reinforcement for students giving many additional responsibilities... 3) Create a team atmosphere through class mission statements and goal setting….	...Decrease in office referrals from 820 to 720 …Decrease the number of students missing 8 or more days from 351 to 300	● Adults will provide direct instruction and indirectly use the 7 habits throughout their teaching. ● Students will participate in forming class goals and lead in a variety of leadership roles through the school. ● All adults will commit to modeling the 7 Habits in their lives.	● Discipline referrals from 2017-18 and 2018-19 ● Attendance rates ● Students involved in leadership throughout the year

Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Tuesday Morning PD	The 3rd Tuesday of every month is a late start for students allowing 50 minutes of dedicated PD time each month. Focus areas of Tuesday Morning PD will be: - Mastery Learning/Teaching - Close Reading - Argument Writing - Running Records (utilizing data to inform instruction) - NWEA (utilizing data to inform instruction)	Certified, Classified Staff	All Year
Smekens Writing Support	Select staff members will participate in writing training at select sites around the Midwest.	Certified Staff	Fall and Winter
Mastery Learning	Utilizing data to inform and guide instruction. Training will be provided in conjunction with Dr. Benjamin.	Certified Staff	Twice Yearly
Smekens Writing	Training addressing how to teach using a writer's workshop model and argument writing.	Certified Staff	March, 2018
Leader in Me Training	Staff will be trained in the Seven Habits of Highly Effective People and structures from the Leader in Me process to support character education with our students.	Certified, Classified Staff	All Year
Technology Trainings	Tech leaders will attend local technology workshops. Subsequently leaders will offer opportunities to train other teachers through before/after school opportunities. Staff will also be training in technology integration as we prepare for 1-to-1 technology in the 2019-20 school year.	Certified Staff	All Year

Technology Infusion

It is the team's belief that all students can learn when provided the appropriate tools, time, and strategies; in today's technologically advanced society, all students must be provided intense access to technology in order to help them find success and become competitive in the global economy.

Students	Staff	Parents
Computer Applications: ● Keyboarding ● Spreadsheets ● Powerpoint/Prezi presentations ● Digital Media ● Netbooks/iPads ● Smart Classrooms ● Coding ● Internet Safety via Digital Media ● NWEA Reading, Language & Math ● Word Processing ● Computer Aided Instruction (READ 180 & System 44) ● Interactive district and school based website ● Social Media (Remind, Facebook, Twitter) ● Google Drive & other GAFE ● Unified Classroom	Computer Applications: ● Multimedia Presentations with tablets/iPads/etc. ● Communication tools: e-mail, voice mail, texts ● Electronic Assessments: NWEA Reading/ Language/Math, AR, ISTEP+ ● Electronic Calendars ● PowerSchool Student Management System (Student data, discipline, grades, demographics, attendance) ● Smart classrooms ● Interactive district and school based website ● Google Classroom ● Unified Classroom Learning Management System	● PowerSchool to check grades, attendance, discipline ● Electronic calendar ● Updated Web Sites ● Podcasts ● Access to school data ● Social media for news and information (Facebook, Twitter, Instagram) ● Electronic marquee to display upcoming events

Parent Participation

Concord Intermediate School is committed to parent involvement in their children's educational experience. The following outlines our plans in this area:

- Parent meetings
  - Back to School Night for students and parents to meet and greet the school staff
  - Parent-teacher conferences, at least annually

- o Parent-teacher organization – open to parents of all CIS students
- o Offer a flexible schedule of meetings
    - ▪ mornings and evenings
    - ▪ vary locations – non-school event(s) should be planned to increase involvement with parents of students in poverty
- Involve parents in an organized, ongoing, and timely way to plan, review and improve programs such as
    - o School Improvement Plan
    - o Tutoring/Student Support
    - o PTO
    - o Other
- Provide the parent of participating students with
    - o Timely information
    - o Description and explanation of curriculum to be used
    - o The forms of academic assessment used to measure student progress
    - o Proficiency levels that students are expected to meet
    - o Opportunities for decision-making related to the education of their children
- Provide materials and training on how parents can improve their child's achievement
- Educate school staff on how to build ties between home and school
- Ensure, to the extent possible, that information sent home is in a language parents can understand
- Develop appropriate roles for community-based organizations and encourage partnerships between the elementary, intermediate, junior high, and high schools
- Respond to any parent suggestions as soon as practicably possible

Safety

Concord Intermediate meets all safe schools requirements for the 2018-19 school year. Documentation is maintained in the principal's office and at the Concord Education Center. Student Assistance Teams are also in place to meet student academic and socio-emotional needs; these teams are managed through our Gold Star accredited counseling office.

Rules and Statutes To Be Waived

None.

Curriculum Description and Location

The Indiana Academic Standards serve as the foundation of the curriculum at CIS. The goals of this school improvement plan are designed to focus that curriculum by emphasizing a guaranteed and viable tier one curriculum available to all students through rigorous instruction aligned to the district's curriculum maps. Social studies and science curriculum focus on both

the standards for those content areas and the cross-curricular skills of reading, writing, and mathematics. A High Ability Team was created and curriculum is being adapted to meet the academic and social/emotional needs of these students.

A copy of the grade-level standards and curriculum for each grade level are available on request in the principal's office for public inspection. Each classroom teacher also has a copy of the curriculum.

Cultural Competence

A diverse cultural climate can be found at Concord Intermediate School. Our improvement plan recognizes the need to address the different cultures in our school and to help them succeed. Below is a list of some of the ways we will address the Cultural Competency Component.

o **Targeted populations in plan**
  - Black
  - Hispanic
  - Free/Reduced Lunch
  - Language Minority

o **Ways to address our target population**
  - Staff Development regarding Adult Actions correlated to student success
  - Community Collaborative
    - Elkhart Public Library
    - CCS Bookmobile
    - Lunch with a Professional
    - Community Service Projects through our Student Council
    - Concord High School
  - Ruby Payne's *A Framework for Understanding Poverty*
  - Guided Math Instruction
  - Differentiated Instruction
  - Reading support for grades 5-6
    - Interventionist for all grades
  - LEP Support
    - Supplemental services for English language learners
    - Language Minority family nights
  - Student Assistant Teams
    - Student Support Liason position added
    - Strategies
    - Core
    - Student Support
    - Adult Support
  - Student Learning Objective Teams/Collaboration/Common Prep Time
  - Utilizing the common language of the School-wide Expectations

Principal Reflections & Recommendations

The building continues to struggle to increase student achievement in a meaningful way. Previous leadership experience, countless meetings with almost every certified staff member and many classified staff member, classroom walkthroughs, test results data, and guidance from past CIS leadership has provided a clear picture of the direction needed for CIS student achievement to increase. I am of the opinion that increased focused in two areas will produce a substantive growth. This year we will be focusing on spending our time teaching the things we will be assessed on (having a curriculum that is aligned in rigor and content to Indiana CCR) and utilizing evidence-based best practices such as the gradual release model of instruction. These overarching goals are communicated often to staff in whole group meetings, weekly newsletters, and informal conversations. The specific plans laid out in the preceding pages all work to support these two key ideas.