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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?
 - 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?
 - 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?
 - 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?
 - 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?
 - 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?
 - 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?
 - Refer to “Professional Development” and “Parent Participation” sections of this plan.

This school improvement plan was prepared during the 2018-19 school year for the 2019-20 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 2019-20 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.

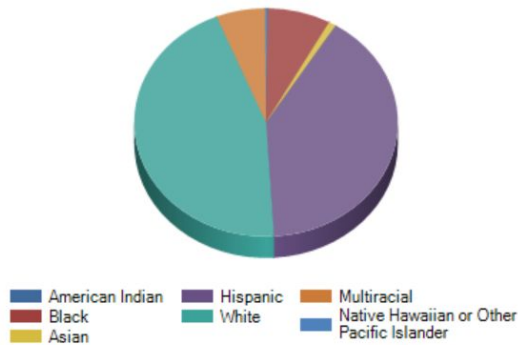
This mission statement will be embedded into monthly staff meetings and into daily practice at CIS for all stakeholders.

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 2018-19 by Ethnicity



Enrollment 2018-19 by Free/Reduced Price Meals



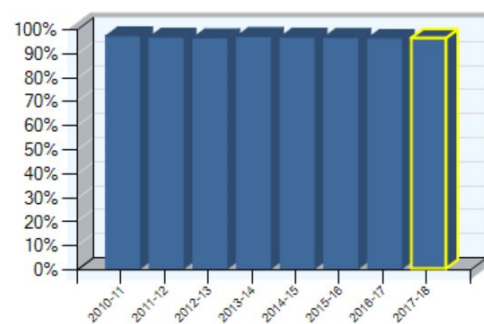
Attendance

Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 3			***	***	***			
Grade 4	94.2%	***	***	***	***	***	***	***
Grade 5	96.9%	96.2%	96.3%	96.7%	96.5%	96.4%	96.1%	96.1%
Grade 6	96.7%	96.4%	95.8%	96.5%	96.2%	96.0%	95.4%	95.8%
Grade 7					***	***	***	***
All Grades	96.8%	96.3%	96.0%	96.6%	96.3%	96.2%	95.8%	95.9%

*** suppressed

Attendance Rate Trend



AYP History

Not applicable to CIS.

Performance Data

The data listed below is an indication of the first year Indiana schools have taken ILEARN. Comparing performance from ISTEP to ILEARN is difficult given our lack of knowledge and study thus far on ILEARN. In a comparison of data related to other area schools, it appears that CIS students realized less of a drop with the change of assessment indicating a growth of sorts. For ongoing summative and formative information, NWEA shows that students at CIS showed significant growth over the course of the year. This upward growth trend has been evident over the past two years in Reading with similar growth in 6th Grade Math.

Overall ILEARN Pass Rate

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 4	1	0%
Grade 5	425	47%
Grade 6	431	53%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 4	1	0%
Grade 5	425	47%
Grade 6	431	48%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	1	0%
Grade 6	429	39%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	424	41%

NWEA Reading Growth 2017-18 to 2018-19

Reading	Year	National Percentile Growth Rank	Goal - 50%	Goal = 100%	Goal = 150%
			% of Students who Met or Exceeded their Projected RIT	% of Projected Growth Met	Growth Composite (D + E)
5th Grade	2017-18	41	55.3%	97.6%	152.9%
	2018-19	94	71.3%	138.2%	209.6%
6th Grade	2017-18	88	67.8%	133.5%	201.4%
	2018-19	97	69.9%	168.2%	238.2%

NWEA Math Growth 2017-18 to 2018-19

Math	Year	National Percentile Growth Rank	Goal - 50%	Goal = 100%	Goal = 150%
			% of Students who Met or Exceeded their Projected RIT	% of Projected Growth Met	Growth Composite (D + E)
5th Grade	2017-18	51	58.5%	102.7%	157.3%
	2018-19	65	55.7%	110.2%	165.9%
6th Grade	2017-18	76	66.2%	132.7%	206.1%
	2018-19	89	69.0%	132.3%	201.4%

Comprehensive Needs Assessment & Root Cause Analysis

The district continues a renewed push to focus instruction and assessment on Indiana standards in conjunction with a focus on mastery learning. Curriculum maps in ELA and 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 with a continued effort to increase the rigor that is present in state assessments.

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 for grade level achievement.

SMART Goal

With student achievement and reading proficiency directly related, CIS teachers will focus on reading and writing opportunities that support growth with 65% of students meeting their growth targets on NWEA.

Theory(ies) of Action

- Close Reading activities will occur at least once every 4 weeks.
- Students will write in response to reading every week through reading and writing classes.
- 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.
- Content reading and writing in Social Studies , Math, and Science will occur during each unit.
- Specific daily interventions will occur for students performing in the bottom 25% of readers at CIS.

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	Desired Results	Sources of Data to Monitor
<i>IF the adults... (insert your 1-2 measurable strategies)</i>	<i>THEN we expect to see an increase in the percent of students “Proficient” or higher from baseline to at least one grade level growth on... (Insert your student assessment and the targets you identified.)</i>	<i>(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?)</i>	<i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>

<p>1) Utilize close reading strategies...</p> <p>2) Offer more opportunities for students to write argumentatively...</p> <p>3) Reteach standards for students in smaller groups....</p> <p>4) Provide reading intervention for students below grade level...</p> <p>5) Students will read and respond to their reading in content areas regularly.</p>	<p>...then 65% of students will meet their NWEA RIT growth targets.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● NWEA Reading ● Running Records
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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, many students do not yet show mastery of state standards.

SMART Goal

With an identified and viable curriculum, standard based instruction will occur to support student mastery with students grade level proficiency on NWEA increasing in Reading from 56.7% to 59.7% and Math from 57.7% to 60.7%.

Theory(ies) of Action

- Curriculum maps will group standards into windows focusing on two standards per window.
- Reteaching opportunities will occur for students not showing mastery.
- Teachers will work in collaborative teams to regroup students in smaller groups with like needs.
- Writing to explain student understanding of learning will occur multiple times each week.
- Review of window assessments to align with the rigor of ILEARN will occur prior to each window of instruction.

Student Group

All students in 5th and 6th grade.

Grade Level(s)

5th and 6th grade.

Strategies-in-Action (IF, THEN) Statements

<p>Intervention/ Implementation Strategies</p> <p><i>IF the adults... (insert your 1-2 measurable strategies)</i></p>	<p>Student Results Indicators</p> <p><i>THEN we expect to see an increase in the percent of students "Proficient" or higher by at least 90% on...</i></p> <p><i>(Insert your student assessment and the targets you identified.)</i></p>	<p>Desired Results</p> <p><i>(What will the adults be doing differently when you are successful at this goal?)</i></p> <p><i>What will the students be doing differently when you are successful at this goal?)</i></p>	<p>Sources of Data to Monitor</p> <p><i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i></p>
<p>1) Focus instruction on critical state standards....</p> <p>2) Assess students for mastery of standards....</p> <p>3) Evaluate data, regrouping students into groups of students learning the same standard...</p> <p>4) Reteach standards in smaller groups...</p>	<p>...we would expect to see student achievement in reading increased from 56.7% to 59.7% and math achievement increase from 57.7% to 60.7%.</p>	<ul style="list-style-type: none"> ● Show mastery of state standards ● Use data from NWEA and Window Assessments to inform instruction ● Collaborate on ways to differentiate instruction for different learners 	<ul style="list-style-type: none"> ● NWEA RIT Reading Scores ● NWEA RIT Math Scores ● Window Assessments

Goal 3: Decrease total suspensions (In-School and Out of School)

While multi-tiered systems of support have been placed within the school that has resulted in decreased level 2 office referrals, there continues to be a large number of students removed from instruction due to suspension (OSS and ISS).

SMART Goal

CIS will decrease the number of combined suspensions (OSS & ISS) by 5% from 205 to 195 by the end of the year.

Theory(ies) of Action

If CIS staff continue to support students’ social emotional learning through teaching the 7 Habits, creating classroom mission statements, providing students with leadership opportunities, and using common language and expectations throughout the school, students will have more ownership in their actions. CIS will also create alternatives to traditional suspension that will utilize character building projects and restorative practices to add increased accountability and teach desired behaviors.

Student Group

All CIS students.

Grade Level(s)

5th and 6th grade.

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<i>IF the adults... (insert your 1-2 measurable strategies)</i>	<i>THEN we expect to see an increase in the percent of students without a discipline referral to the office from 73% to 85% on...</i> <i>(Insert your student assessment and the targets you identified.)</i>	<i>(What will the adults be doing differently when you are successful at this goal?</i> <i>What will the students be doing differently when you are successful at this goal?)</i>	<i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
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) Implement alternatives to ISS/OSS and restorative practices for high frequency behaviors...	...Decrease the number of combined suspensions (OSS & ISS) from 205 to 195 (5%).	<ul style="list-style-type: none"> • 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. • Students will learn desired behaviors through ISS/OSS alternatives and restorative practices 	<ul style="list-style-type: none"> • Number of OSS/ISS from 2018-2019 and 2019-2020 • Number of students involved in leadership opportunities throughout the year

Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Tuesday Morning PD	One Tuesday every month there will be a dedicated PD each month. Focus areas of Tuesday Morning PD will be: <ul style="list-style-type: none"> - Mastery Learning/Teaching - Close Reading - Argument Writing - 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	September, 2019, January, 2019
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
<p>Computer Applications:</p> <ul style="list-style-type: none"> ● 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 	<p>Computer Applications:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

- Parent-teacher organization – open to parents of all CIS students
- 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
 - School Improvement Plan
 - Tutoring/Student Support
 - PTO
 - Other
- Provide the parent of participating students with
 - Timely information
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - 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 2019-20 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 Liaison 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

Over the last few years, Concord Intermediate has placed tremendous focus on identifying rigorous curriculum and included high yield instructional strategies to support student learning. While it is difficult to see the growth given a new state assessment, the difference can be seen in the grade level growth on NWEA. As we continue to refine instruction with the Indiana State Standards as our guide, specific attention will be given to evidence based writing and mastery learning in both reading and math. Additionally we hope to support well-rounded students, enhancing student's ability to grow their citizenship and character. Attention is given through daily Leader in Me lessons, opportunities to act on their leadership skills, and focused behavioral interventions to support student decision making. With a balance of high academic and behavioral expectations, students will excel and grow in their preparation for grade 7 and beyond.