

Princeton Community Intermediate School (PCIS) Improvement Plan



2016-2018

Updated November 21, 2016

School #2223

Corporation #2735

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SCHOOL PROFILE

IC20-10.2-3-3©

Narrative Description of the School, Community, and Educational Initiatives

Princeton Community Intermediate School (PCIS) is a third grade through fifth grade facility located in Princeton, which is the county seat of Gibson County. The PCIS campus is housed at the former Princeton Community High School building. The North Gibson School Corporation district is a rural area although business and industry is increasing. In the district, there are single-family homes, apartments, and farms as well as small businesses and larger industries. The median household income is \$37,515.

The student population of PCIS is 86.28% Caucasian, 3.79% African American, 8.22% multiracial, 1.05% Asian, and 2.95% Hispanic. Of the students, 56.7% receive textbook assistance and free/reduced lunches. The Title 1 program serves 18% of our student population.

The percentage of students enrolled in grades 3-5 at Princeton Community Intermediate School qualifying for free-reduced lunch has remained fairly steady over the past five-years as demonstrated in the table (1) and (Fig. 1) graph.

Table 1

Percentage of Free/Reduced Students at PCIS over 5 years

<u>Year</u>	<u>Free/Reduced Students</u>	<u>Enrollment</u>	<u>Percentage</u>
2012-2013	270	471	57
2013-2014	276	490	56
2014-2015	273	480	57
2015-2016	267	471	57
2016-2017	not available	474	not available

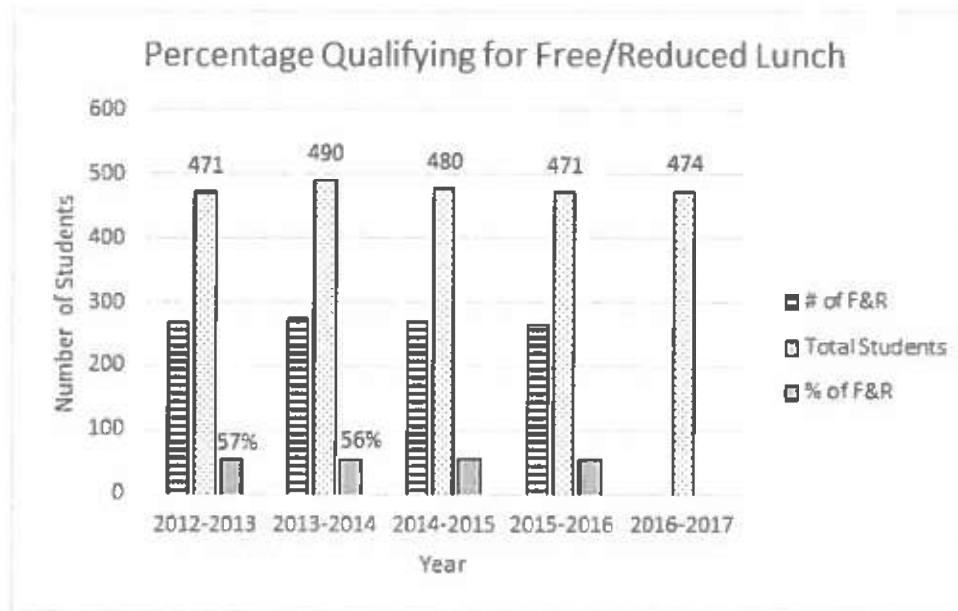


Fig. 1 Percentage of Free/Reduced Students

PCIS students who are identified as special needs has increased from 12% in 1996 to 27% in 2016-2017. During the 2016-17 school year, our school will provide services for 128 students with an Individual Education Plan. Our school offers an Emotionally Handicapped classroom, a resource room for each grade level, and a Life Skills classroom for Grades K-5. The total staff of sixty-five consists of thirty certified teachers, a School Child Advocate, a Title 1 teacher, nineteen instructional assistants, four custodians, three cafeteria employees, one nurse, and two office personnel. All teachers and classroom assistants are highly qualified as per NCLB. Special classes and services provided are Title 1, Speech, Special Education, School Child Advocate, Library, Music, Art, Computer and Physical Education. We have staff members who have been trained in the Nonviolent Crisis Prevention Intervention (CPI) model for student intervention. After-school daycare is also available to our students at the neighboring Primary School Building.

Curriculum – Description and Location IC20-31-5-6 (2)

The PCIS curriculum is based on the 2014 Indiana Academic Standards. These can be located at <http://www.doe.in.gov>. Any programs or curriculum adopted must

show alignment to state standards. Curriculum can be inspected by the public at any one of our NGSC sites. Teachers at PCIS, under the direction of the building administration, will provide engaging work that supports the curriculum.

PCIS certified teachers have had Curriculum Consortium Training for math and language arts to design a curriculum that more accurately meets the newer Indiana Standards. PCIS has also adopted the Curriculum Associates/iReady math program to supplement math units and provide additional data to track students' growth through diagnostic and benchmark tests. The iReady reading program is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. iReady helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. During the 2016-2017 school year, a new guided reading program, Leveled Literacy Intervention (LLI) was implemented. This program involves instructing students in a small group setting guiding students to be more effective readers. Students are grouped by ability, and then targeted at their ability with other like students. This is a thirty minute block of reading instruction each day. Princeton Community Intermediate students will take the iReady assessment three times during the school year.

In the 2016-2017 school year, the Title I Reading Intervention Program identifies and remediates struggling readers in grade three. It is our objective to implement a Tier 2 remediation/intervention program, LLI, to assist students with explicit, direct reading skills. The ultimate goal would be for the students in this program to pass the IREAD and/or Language Arts portion of ISTEP+ and obtain a reading lexile score within their respective grade level average.

According to the *Indiana K-6 Reading Framework*, January 2011, "the foundation for academic improvement is stronger reading abilities, and that means stronger reading instruction," and, "students who fall behind ...will need extra and more intensive instruction to get them on track and remain at grade level."

By utilizing a Title I teacher to teach explicit, direct reading skills in a *small group setting*, it is our hope that we can close the reading gap for our struggling readers. In this year's Title I Reading program at PCIS, a total of 80 third grade students (19% of our third grade students) are being remediated.

Assessment of Student Performance

IC20-31-5-6 (3) & IC20-31-5-4(b)(2)

Third Grade:

Identified students will meet on average five times a week with the Title I Reading Intervention teacher for 30 minutes of intensive instruction during the school day.

Screening & Identifying Measures:

Students in third grade were identified by using DIBELS data as provided to us by Princeton Community Primary School (PCPS) as well as the initial iReady score. Students falling into the High Risk or Some Risk category were included in this program. Excluding factors to this are students already receiving Tier 3 supports from our Special Education staff.

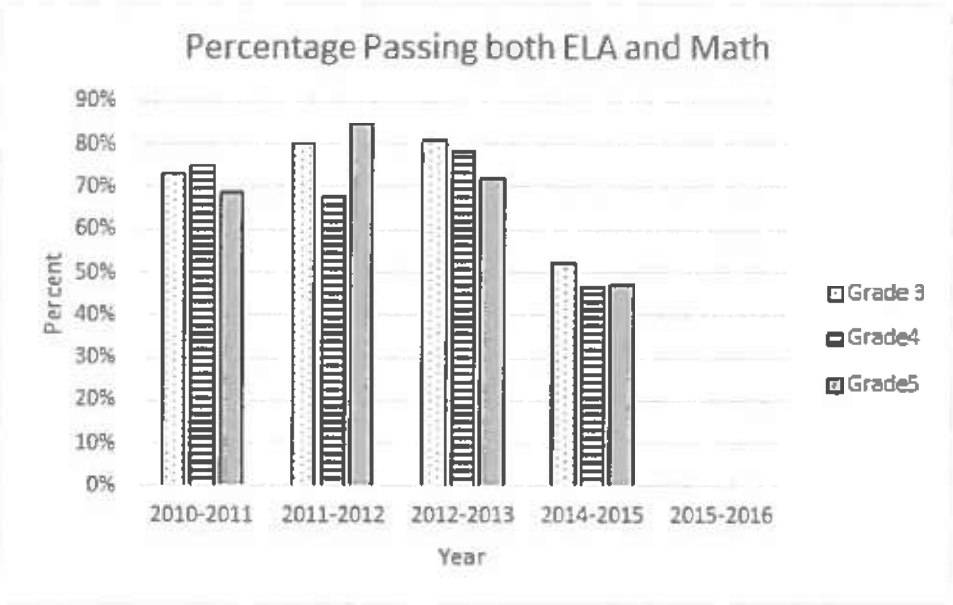
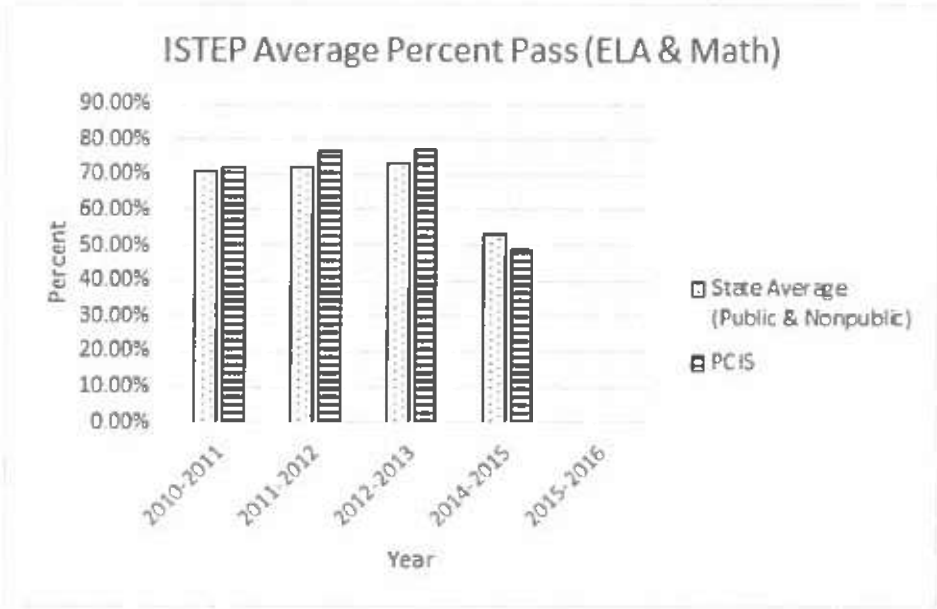
Progress-Monitoring Tools:

iReady is given three times a year to track progress in reading and math as well as SRI to track Lexile scores of students. Changes in the guided reading groups are made quarterly utilizing this data.

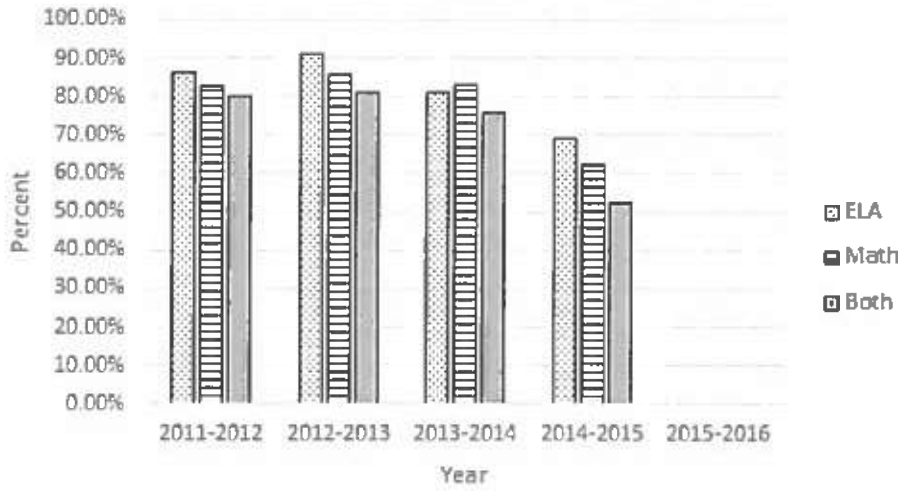
Summative Assessments:

- Scholastic Reading Inventory will be given four times each year to track the lexile scores of students.
- IREAD3
- ISTEP+ will be administered in the spring of each year.
- COGAT Grade 5 (for identification of high ability students).
- Iowa Test of Basic Skills Grade 5 (for identification of high ability students).
- iReady Testing
- Other assessments that will be included are teacher-developed common formative unit assessments for both math and language arts.

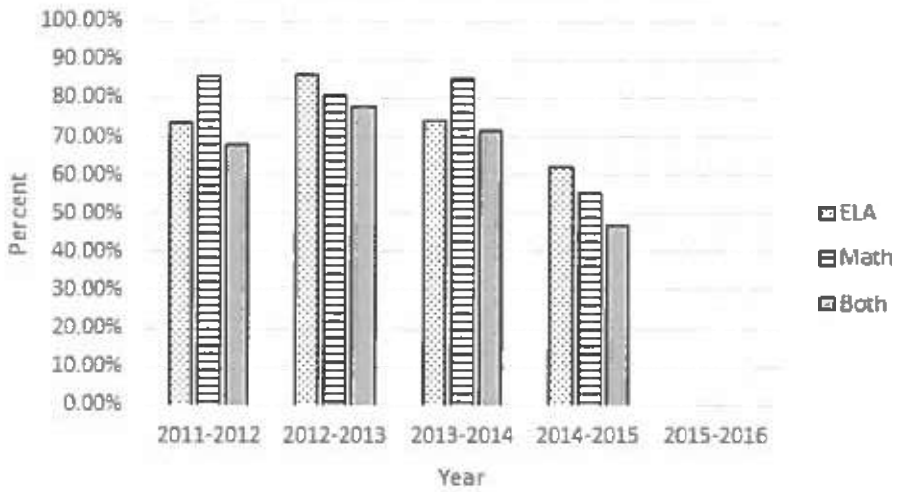
Summary of data, derived, from an assessment of the current status of educational programming.



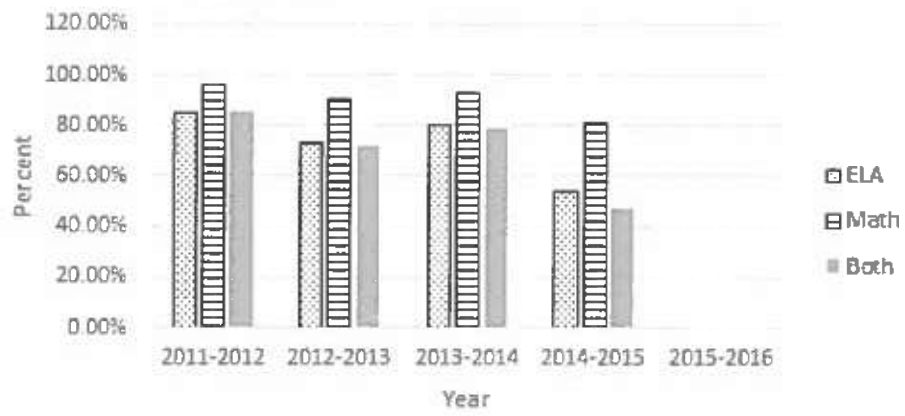
3rd Grade ISTEP Scores 2011-2016



4th Grade ISTEP Scores 2011-2016



5th Grade ISTEP Scores 2011-2016



**Indiana Department of Education REPORT CARD for
Princeton PCIS**

PL 221 History

	2011-12	2012-13	2013-14	2014-15	2015-16
Final PL 221 Status	A	A	C	C	not available

2011-2012

Math

87.2% of students passed assessment
This is above the state average
This is below the state goal of 90%

ELA

81.0% of students passed assessment
This is above the state average
This is below the state goal of 90%

2012-2013

Math

86.2% of students passed assessment
This is above the state average
This is below the state goal of 90%

ELA

84% of students passed assessment
This is above the state average
This is below the state goal of 90%

2013-2014

Math

86.6% of students passed assessment
This is
This is below the state goal of 90%

ELA

78.3% of students passed assessment
This is
This is below the state goal of 90%

2014-2015

Math

66.4% of students passed assessment
This is above the state average
This is below the state goal of 90%

ELA

61.4% of students passed assessment
This is below the state average
This is below the state goal of 90%

Statement of Mission, Beliefs Statements, and Vision

IC20-IO.2-3-3

Mission Statement

Our core business is to provide our students with content-rich, engaging work, through which they are prepared to fully participate in a democratic society and an information-rich world.

Princeton Community Intermediate Mission

“Working collaboratively to ensure every student achieves academically, socially, and emotionally.”

Belief Statements

- We believe the core business of our schools is to provide students content-rich, engaging work.
- We believe all our students can learn more than they are currently learning.
- We believe our students’ learning, attendance, and behavior improve when they are actively engaged in meaningful work.
- We believe we control the quality of the experiences provided to our students.
- We believe our students are best served when their parents are partners in their children’s education and when the appropriate community services are utilized.
- We believe it is our responsibility to develop the capacity to support and sustain the changes needed to focus on students and their work.
- We believe everyone has the right to learn in a safe, nurturing, intellectually challenging environment.

Vision Statement

Our core business is to provide content-rich, engaging work to our students. In our school system, students and adults alike want to come to school because they are actively engaged in highly satisfying work. Students learn important things through the high-quality work designed for them by their teachers and in return strive to improve the quality of the work they do.

Students and adults use knowledge and skills to solve problems, and school boundaries are expanded beyond the classroom. Parents are partners with our schools and are highly satisfied because they know their children are safe, happy, and learning important things. The community is generous in supporting the needs of our school system. When our students graduate, they are ready to take advantage of all opportunities available to them and have the skills to be responsible citizens.

We embrace change and understand that change is ongoing. We systematically provide training to ensure that all personnel develop the necessary skills and knowledge to adapt to their changing roles and responsibilities. We are focused and clear about the results we want to achieve, and our decisions are made accordingly.

We accept that we are educationally and fiscally accountable to students, parents, and the school community. We strive to use our resources efficiently to ensure that our capacity to serve our students remains undiminished. We never forget that our core business is to provide our students with content-rich, engaging work, through which they are prepared to fully participate in a democratic society and an information-rich world.

Princeton Community Intermediate School Vision

Our long term vision at PCIS is to enable students to reach their greatest potential and become lifelong learners.

Safe & Disciplined Learning Environment *IC20-31-5-6(a)(7)&IC20-26-5-32 Princeton*

Princeton Community Intermediate has a safe environment committee that reviews our safety plan each year and makes recommendations for changes to the principal. Some of the highlights of our school safety plan are shown below:

- All exterior doors are kept locked.
- All main exterior and exit doors will be numbered so emergency personnel can quickly locate areas.
- A packet of emergency numbers and procedures hangs in a designated area in every classroom.

- Signs will be installed to direct visitors to the office for identification and visitor ID badges.
- Each classroom has a phone.
- Walkie-talkies are available for staff members on duty to check out.
- All classrooms are equipped with intercom phones allowing two-way communication.
- NGSC adopted a K-12 code of conduct in 2004-05.

- Drills are conducted on a regular basis.
 1. Tornado
 2. Fire
 3. Earthquake
 4. Lock Down
- Emergency kits available in all classrooms.
- Safe rooms are designated and utilized during lock downs.
- NGSC has also aligned its safety plan according to state guidelines and Fire Marshal's regulations.
- Thirty-eight security cameras that monitor inside and outside areas.
- Full time nurse.
- Internet safety procedures are enforced by all staff.
- Safe Environment Committee walk-throughs.
- Visitors required to wear I.D. tags.
- Safety guidelines posted in every school bus.
- Fifth grade students take part in D.A.R.E. Program taught by Sheriff's Dept.
- School Resource Officer visits each school in the district on a daily basis.
- Book is placed in office listing all custodial/parental restrictions.
- Background checks are required for all adults entering the building.
- Conflict resolution skills and Anti-Bullying awareness indicators are taught to students at each grade level by our School/Home Advocate.

- PCIS implemented the "Pawsitive Procedures and Expectations" program in 2016. This behavior support system has a clear set of expectations for all students and staff. It is designed to create a safe and protective learning environment for our school community.

Parent Participation

IC 20-31-5-6(5)

Princeton Community Intermediate has always been a school where parents are welcomed in every classroom. Teachers utilize our PTO (Parent Teacher Organization) for parent volunteers for classroom parties and many other ways depending upon the needs of the individual teacher.

Some other areas include:

- Chaperones on field trips
- Special tutoring for students that need additional help
- Helping set up, work at, and tear down from the book fair
- Spelling Bee
- Geography Bee
- Room Parents
- Helpers on picture days
- Assist with Student Council activities
- Help with fundraisers
- Science Fair
- 3rd Grade Christmas Program
- Music Extravaganza
- March Madness
- Library Helpers
- Weekly Newsletters
- Bingo for Books
- Art Show

Parents of PCIS will also be notified in writing, in their primary language, of school improvement goals. These goals will be written in our school handbook each year.

Professional Development and Curriculum Alignment *IC 20-31-5-6(8)*

Professional development opportunities will be made available for faculty and staff. To address the goals of this School Improvement Plan, opportunities for professional development will focus on best practices for Guided Reading Block instruction, differentiated instruction strategies, and best practices for serving students with special needs.

Teachers meet by grade levels to discuss issues of concern and collaborate on strategies and best practices that enhance teaching. Meetings have evolved into a minimum of fifty minutes once a week. Teachers utilize periodic staff meetings to offer professional development opportunities. At times, teachers make presentations to the staff on topics of interest. All presentations are to be directly linked to student learning.

During the 2014-2015 school year PCIS implemented the new Indiana State Standards. Participating in a NGSC initiative to develop a corporation wide curriculum map, select teachers from each grade attended Curriculum Consortium training and brought the information provided back to share and lead the rest of the staff through implementation of the process. Each grade level identified priority and supporting standards and created units of study that are mapped throughout the school year ensuring adequate coverage of all standards.

Technology Accessibility and Use in Instruction *IC 20-31-5-6(8)*

Our district technology plan was revised in 2010. Each classroom in our building has two to three networked student computers with a laser printer. In each classroom there is also a networked computer with a laser printer that is dedicated for teacher use only. All other staff members have network access, either in their classroom or in specific work areas. Each classroom is equipped with an Electronic Whiteboard, LCD projector and Document Camera.

All classrooms contain Whiteboards and Document Readers.

PCIS has recently moved to a newly renovated building equipped with three new computer labs with a total of eighty-six student computers with a laser printer, a

scanner, and filtered internet access. Our library/media center has a networked mini-lab with eleven student computers. It is used primarily for information research, the Reading Counts program, and ESL instruction.

The library/media center uses *Follett Destiny*, an internet based library system to catalog, circulate and inventory its collection. Along with print materials, the media center collection contains videos, CDs, DVDs, and books-on-cd's. Available for staff use are digital cameras, laptop computers, digital projectors, cassette players, and portable microphones.

The library/media center and the resource rooms are also equipped with listening centers. A poster printer is also available for use in the library/media center.

Our focus has moved from acquiring hardware to technology instruction and curriculum integration. A full time technology teacher provides sixty minutes of instruction to each student per week. Students receive instruction on Internet Explorer, Microsoft Word and Publisher, Excel, Power Point, Type to Learn, and other educational software. This technology instruction serves as a foundation for our programs. The art room has an additional seven student computers and color printer.

School Improvement Plan (SIP) Availability & Review Timeline IC20-31-5-6(4)

The School Improvement Committee (SIC) will continually review the PCIS Improvement Plan. This plan will be a working document and will be updated as needed. Goals will be assessed and revised when applicable. Completed goals will be monitored while new goals will be added.

The SIP is developed by the SIC and reviewed by the Superintendent's Office before being submitted for approval to the North Gibson School Corporation School Board. All interested public members may request a copy of this plan at any time from the school office or NGSC Central Office.

Specific Areas for Immediate Improvement & Evaluation Tools

During the 2012-13 school year, PCIS implemented Title I Reading Remediation for struggling readers in grade three. Current data indicates a continued need for these services. Data also shows a consistent decline in students passing ISTEP+ (ELA) as they move through grades four and five. Implementation of a Tier Two Intervention program for struggling readers in grades four and five, as well as continuing services for students in grade three, will address these needs. This small group instruction will occur 30 minutes per day.. These services will be provided by our Title I staff as well as the classroom teachers and instructional assistants. The goal of this objective would be for students to read at grade level and pass the ELA portion of ISTEP+.

By utilizing direct and specific reading instruction in a small group setting, it is the hope of PCIS that the gap will close for these students and success will be obvious in both the school setting as well as evident in the number of students passing the ELA portion of ISTEP+.

Review of current and past ISTEP+ data also reveals a need to increase the number of students receiving special education services passing ISTEP+ (ELA).

By providing students with special needs more direct instruction in the general education setting, it is the hope of PCIS that the gap will close for these students and success will be obvious in the school setting as well as evident in the number of students with IEP's passing the ELA portion of ISTEP+. Professional development will occur to support teachers through this transition.

While Math ISTEP+ scores continue to be a strength of PCIS, there is an obvious gap of performance between the Free and Reduced student population as compared to the Paid population as revealed in ISTEP+ data. It is the goal of PCIS to close that educational gap. In 2016, PCIS adopted the i-Ready comprehensive assessment system that offers an analysis of student growth and performance with personalized instruction. Current analysis of the New Indiana Academic Standards will identify other areas in need of additional materials in order to adequately cover all standards.

Professional development in Best Practices and Differentiated Instruction will support teachers in providing instruction that meets the needs of the many different types of learners within their classrooms.

Area #1: The percentage of Special Education students passing ISTEP+ ELA will increase by 2%.

Evaluation Tool: ISTEP+
(See specific Goal p.17)

Area #2: The percentage of PCIS students passing ISTEP+ ELA will increase by 2%.

Evaluation Tool: ISTEP+
(See specific Goal p.18)

Area #3: The percentage of Free and Reduced students passing ISTEP+ Math will increase by 2%.

Evaluation Tool: ISTEP+
(See specific Goal p.19)

Area #4: The attendance rate of PCIS will mirror the state recommended average of 97% by the end of the 2017 school year.

Evaluation Tool: Harmony attendance reports
(See specific Goal p.20)

Specific Areas for Immediate Improvement
SCHOOL IMPROVEMENT ACTION PLAN
 Princeton Community Intermediate School

ELA

<p>Goal 1: The percentage of Special Education students passing ISTEP+ ELA will increase by 2%.</p>		
<p>Support Data:</p> <ul style="list-style-type: none"> * Units Tests (L/A) * Leveled Literacy Intervention * Lexile Scores 	<p>Standardized Assessments:</p> <ul style="list-style-type: none"> * ISTEP+ * IREADY 	<p>Local Assessments:</p> <ul style="list-style-type: none"> * Teacher made assessments * Student work samples
<p>Interventions:</p> <ol style="list-style-type: none"> 1. All Resource Students taking ISTEP+ will utilize Leveled Literacy Intervention reading program. 2. Review of all IEP's for discussion regarding more time in the general education classrooms for direct grade level instruction. 3. Participation in small group differentiated instruction in the general education setting when appropriate. 4. All students will participate in 40 minutes of guided reading instruction. 5. Direct intensive remediation provided by Special Education staff as appropriate. 6. Grade level Data analysis following iReady assessment periods to discuss student needs. 7. All schools in North Gibson School Corporation, including Princeton Community Intermediate School, are creating a new curriculum from the ground up for the New Indiana College and Career Readiness Standards. We are part of the curriculum consortium through Southern Indiana Education Center. The process included the following for all grades and classrooms for English/Language Arts and Mathematics: 		<p>Monitoring/Evaluation:</p> <ol style="list-style-type: none"> 1. Weekly grade level meeting minutes will document planned activities. 2. Teacher observations that correspond with the RISE evaluation. 3. Utilize available data to guide remediation and grouping of students for remedial services. 4. Quarterly progress reports for students receiving special education services. 5. I-Ready Reading Benchmark assessments 3 times per year.

<ul style="list-style-type: none"> a. Identifying Priority and Supporting Standards b. Unwrapping Priority and Supporting Standards and assigning a Depth of Knowledge to each unwrapped standard. c. Developing a year long pacing guide for Unit creation. d. Creating 3-5 weeks units of study including authentic performance tasks. e. Developing a common formative assessments for each unit. f. Developing a buffer week following each unit to do standards based remediation targeted at the individual student level using standards performance data from the unit's common formative assessment. 			
Person Accountable: Gen Ed Teachers Special Ed Teachers School Improvement Team Principal/Superintendent Instructional Assts.	Timeline: Fall 2016 -Spring 2018	Resources: * Benchmark Readers (Leveled and intervention Readers) *Current copy of the Indiana State Standards *IN Reading Framework *Pro-Reader remediation program *Computer Lab and classroom computers *I Ready Reading Program	Staff Development: *Best practices for 90 Minute Reading Block * Special Education Best Practices * Differentiated Instruction *Corporation wide initiative to map new Indiana Standards.

Specific Areas for Immediate Improvement
SCHOOL IMPROVEMENT ACTION PLAN
 Princeton Community Intermediate School

ELA

Goal 2: The percentage of PCIS students passing ISTEP+ ELA will increase by 2%.		
Support Data: * Units Tests (L/A) * Reading Counts reports	Standardized Assessments: * ISTEP+ * IREADY	Local Assessments: * Teacher made assessments * Student work samples
Interventions: <ol style="list-style-type: none"> 1. Annual review of ISTEP+ test scores. 2. Continue small group reading remediation and Title I support for grade three. 3. Implementation of a Tier Two Intervention group for direct reading instruction inside of the 90 minute reading block for grades three through five. 4. All students will participate in 40 minutes of guided reading instruction. 5. Grade level Data Analysis Meetings following the IREADY assessment periods 6. Reading Counts Program school-wide 7. All schools in North Gibson School Corporation, including Princeton Community Intermediate School, are creating a new curriculum from the ground up for the New Indiana College and Career Readiness Standards. We are 		Monitoring/Evaluation: <ol style="list-style-type: none"> 1. Teacher observations that correspond with the RISE evaluation. 2. ISTEP+ Data 3. READY Data 4. Grade level collaboration notes 5. Standards noted in teacher lesson plans

<p>part of the curriculum consortium through Southern Indiana Education Center. The process included the following for all grades and classrooms for English/Language Arts and Mathematics:</p> <ol style="list-style-type: none"> 8. Identifying Priority and Supporting Standards 9. Unwrapping Priority and Supporting Standards and assigning a Depth of Knowledge to each unwrapped standard. 10. Developing a year long pacing guide for Unit creation. 11. Creating 3-5 weeks units of study including authentic performance tasks. 12. Developing a common formative assessments for each unit. 13. Developing a buffer week following each unit to do standards based remediation targeted at the individual student level using standards performance data from the unit's common formative assessment. 			
<p>Person Accountable:</p> <p>Teachers School Improvement Team Administration Instructional Assts.</p>	<p>Timeline:</p> <p>Fall 2016-Spring 2018</p>	<p>Resources:</p> <ul style="list-style-type: none"> * Leveled and Intervention Readers * Indiana State Standards *IN Reading Framework *Reading Counts *Computer Lab and classroom computers 	<p>Staff Development:</p> <ul style="list-style-type: none"> *Best practices for 90 Minute Reading Block *Differentiated Instruction *Special Education Best Practices *How to use data to drive instruction *Corporation wide initiative to map new Indiana Standards.

Specific Areas for Immediate Improvement
SCHOOL IMPROVEMENT ACTION PLAN
 Princeton Community Intermediate School

Math

Goal 3: The percentage of all PCIS students passing ISTEP+ Math will increase by 2%.		
Support Data: Unit Tests IREADY Data Reports	Standardized Assessments: * ISTEP+ * IREADY	Local Assessments: * Teacher made assessments * Student work samples
Interventions: 1. Mapping of new Indiana State Standards 2. All schools in North Gibson School Corporation, including Princeton Community Intermediate School, are creating a new curriculum from the ground up for the New Indiana College and Career Readiness Standards. We are part of the curriculum consortium through Southern Indiana Education Center. The process included the following for all grades and classrooms for English/Language Arts and Mathematics: a. Identifying Priority and Supporting Standards a. Unwrapping Priority and Supporting Standards and assigning a Depth of Knowledge to each unwrapped standard. b. Developing a year long pacing guide for Unit creation.		Monitoring/Evaluation: 1. Teacher observations that correspond with the RISE evaluation. 2. ISTEP+ Data 3. IREADY Data 4. Grade level collaboration notes 5. Standards will be noted in teacher lesson plans 6. Quarterly Progress reports for students with special needs. 7. IREADY Individualized Instruction

<p>c. Creating 3-5 weeks units of study including authentic performance tasks.</p> <p>d. Developing a common formative assessments for each unit.</p> <p>e. Developing a buffer week following each unit to do standards based remediation targeted at the individual student level using standards performance data from the unit's common formative assessment.</p> <p>3. Varied instruction will meet the needs of different types of learners.</p> <p>4. Remediation of skills in small group setting as needed.</p>			
<p>Person Accountable:</p> <p>Teachers</p> <p>School Improvement Team</p> <p>Principal/Superintendent</p> <p>Instructional Assts</p>	<p>Timeline:</p> <p>Fall 2106-Spring 2018</p>	<p>Resources:</p> <p>*Indiana State Standards</p> <p>Curriculum Associates</p> <p>*Computer Lab and classroom computers</p> <p>*Math manipulatives</p> <p>*Supplemental materials as identified</p>	<p>Staff Development:</p> <p>*Best Practices</p> <p>* Differentiated Instruction</p> <p>*Corporation wide initiative to map new Indiana Standards through participation in the Curriculum Consortium.</p>

Specific Areas for Immediate Improvement
SCHOOL IMPROVEMENT ACTION PLAN
 Princeton Community Intermediate School

Attendance

Goal 4: The attendance rate of PCIS will mirror the state recommended average of 97% by the end of the 2018 school year.			
Support Data: Harmony Attendance Reports	Standardized Assessments: Attendance rate as reported by DOE	Local Assessments: N/A	
Interventions: <ol style="list-style-type: none"> 1. Parents will receive copies of our attendance policy. 2. School-Child Advocate makes daily contact with parents of absent students. 3. Formal notification, including letters and reports to Child Protective Services per corporation attendance policy. 4. School wide emphasis on handwashing. 5. Disinfect work spaces and materials on a regular basis. 6. Recognition for perfect attendance. 		Monitoring/Evaluation: <ol style="list-style-type: none"> 1. Harmony Attendance Reports 	
Person Accountable: Students Parents Administration School Nurse Teachers	Timeline: Fall 2016- Spring 2018	Resources: Instructional materials Donations from local businesses	Staff Development: School Nurse will provide ongoing staff development regarding healthy habits at school.

School-Child Advocate			
Custodial Staff			

Action Plan Narrative

PCIS Goals:

1. The percentage of Special Education students passing ISTEP+ ELA will increase by 2%.
 - a. All students receiving Language Arts Resource taking ISTEP+ will utilize LLI reading intervention program.
 - b. Special and General Education teachers will review current IEP's for specific discussion regarding students spending more instructional time in the general education setting.
 - c. Specific and intensive direct remediation services will be provided by Special Education staff as needed.
 - d. Staff will become more familiar with differentiated instruction strategies in the general education setting, best practices for the 90 minute Reading Block, best practices for Special Education, and will participate in corporation wide Curriculum Consortium to align instruction to the new Indiana State Standards.
 - e. Data analysis meetings between general education and special needs teachers following IREADY assessments.

2. The percentage of PCIS students passing ISTEP+ ELA will increase by 2%.
 - a. Annual review of ISTEP+ scores
 - b. Continue small group reading remediation and Title support for grade three.
 - c. Implementation of Tier 2 intervention group for direct reading instruction inside of the 90 minute reading block for grades four and five.
 - d. Grade level data analysis meeting following IREADY assessment periods.
 - e. School-Wide Reading Counts program
 - f. Staff will become more familiar with differentiating instructional strategies in the general education setting, best practices for 90 minute Reading Block, best practices for Special Education, and will continue participation

in corporation wide Curriculum Consortium to align instruction to the new Indiana Standards.

3. The percentage of Free and Reduced students passing ISTEP+ Math will increase by 2%.
 - a. Varied instruction will meet the needs of different types of learners.
 - b. Remediation of skills in a small group setting as needed.
 - c. Corporation wide initiative to map new Indiana Standards through participation in the Curriculum Consortium will continue.
 - d. Gaps will be identified within the math curriculum as aligned with the new Indiana State Standards and additional materials will be utilized.
 - e. Staff will become familiar with differentiated instruction strategies and best practices for special education in order to better meet the needs of all learners in the general education setting.

4. The attendance rate of PCIS will mirror the state recommended average of 97% by the spring of 2017.
 - a. Parents will receive copies of NGSC attendance policy.
 - b. School-Child Advocate will make daily contact with parents of absent students.
 - c. Formal notification will take place as warranted, including letters and reports to Child Protective Services, per NGSC attendance policy.
 - d. School wide emphasis on handwashing and healthy lifestyle habits.
 - e. Disinfect work spaces and materials on a regular basis

Curriculum/Benchmark Assessments Other Than ISTEP

Language Arts

- **IREADY:** The purpose of IREADY assessments is to provide diagnostic measures for ELA. Reports provide standards-aligned performance data. This data is utilized to drive instruction and to plan not only building level but corporation level initiatives.

- **Common Formative Language Arts Assessments (Curriculum Based Assessment)**

The purposes of these assessments are:

- determining students' strengths and needs
- monitoring students' progress
- measuring students' skills and strategy proficiencies
- evaluate the effectiveness of instruction

The content of these tests is based on targeted skills and strategies taught during a specific unit. These skills include Indiana State Standards at each grade level. The areas of content include: comprehension, reading, fluency, phonics, word knowledge, writing, theme, grammar and mechanics.

- **Scholastic Reading Inventory**

The purpose of this assessment is to:

- provide data regarding student reading levels and growth
- measure students' skills and strategy proficiencies
- evaluate the effectiveness of instruction

- **Reading Counts Quizzes**

Math

- **IREADY**

The purpose of IREADY assessments is to provide diagnostic measures for Math. Reports provide standards-aligned performance data. This data is utilized to drive instruction and to plan not only building level but corporation level initiatives.

- **Common Formative Math Assessments (Curriculum Based Assessment)**

The primary purposes of these assessments are:

- measuring students' skills and strategy proficiencies
- determination if additional instruction/remediation is necessary

The content of these tests is based on targeted and cumulative skills taught for the duration of a unit. These skills include Indiana State Standards at each grade level. The areas of content include: number skills, geometry, measurement, spatial relationships,

fractions, money, computation, data analysis, statistics, patterns, algebra, function strands, and process standards. Emphasis is placed on manipulatives and mental math during small group instruction.