

2018 School Profile

SSMS School Improvement Plan

2017-20 with annual updates

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I. Introduction

Narrative Description of Our School, Community & Educational Programs



South Spencer Middle School's Strategic and Continuous School Improvement and Professional Development Plan was designed and will be adjusted annually as needed by the School Improvement Committee. This committee will continue to gather input from all stake-holders including SSMS faculty, staff, parents, and community members. The plans are in accordance with the rules approved by the Indiana State Board of Education and Public Law 221. The Professional Development Plan covers a three-year period beginning with the 2015-16 school year.

South Spencer Middle School is a comprehensive middle school for students in grades six through eight. The new facility was completed in August 1997 at its present location at 1298 North County Road 275 West. Our campus is located just north of South

Spencer High School in Reo, Indiana. Formerly, the old middle school was located within the city limits of Rockport.

The school's main community of Rockport is well established having been first settled in 1807 and named the justice center for Spencer County on March 11, 1818. In the fall of 1976, South Spencer Middle School first opened its doors at a site on Fifth Street in Rockport. This building is now occupied by the Lifetime Education Center and the South Spencer County Superintendent's Office. The move to the new middle school in 1997 provided a state-of-the art facility including three computer labs, a special education lab for science and self-help skills, an industrial tech-

nology lab housing a Synergistic system for learning, and three full science labs. South Spencer Middle School is an integral part of the South Spencer School Corporation, which was established in 1965. Dr. Richard Rutherford serves as Superintendent, and Mr. Scot A. French, principal, is in his 5th year leading SSMS. Mr. Bradley Feldmier is the athletic director. Former art teacher, Mrs. Abbie Lawalin is the school's counselor.

South Spencer Middle School's philosophy is to remain academically effective and developmentally responsive to the ever-changing needs of all students.

The school provides multi-dimensional experiences to promote each student's success as

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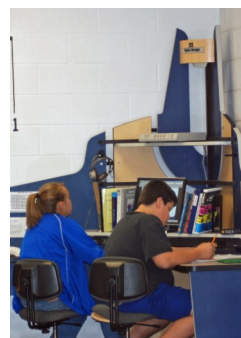
Narrative Description of Our School, Community & Educational Programs

a citizen in a constantly changing world. The community supports this effort to evaluate and modify the school program for the continued improvement of student learning.

The students come from two elementary schools, Rockport Elementary and Luce Elementary. The official enrollment for the 2018-2019 school year is 250 students. In addition, each year we have 10-

20 students from St. Bernard's Catholic School. These students participate in band, music, or they receive appropriate special education services in our building. Over the past five years, the school's enrollment has averaged approximately 270 students. Over 50 percent of the students receive free or reduced lunches/textbooks. The faculty at South Spencer Middle School consists of

sixteen full-time teachers for regular education classes, 2 special education teachers, four part-time licensed teachers, a library assistant, 4.5 instructional aides.



Seventh and eighth grade students are exposed to real world learning in our state of the art Synergistic Lab as part of the Industrial Technology curriculum.

Description & Location of Curriculum

South Spencer Middle School's curriculum is written by a South Spencer County School Corporation committee of teachers, principals, and administrative personnel. It is aligned with Indiana Academic Standards in all subject areas. In 2013, staff began creating new curriculum maps, units and lesson plans that are in line with transitioning to the new Indiana Learning

Standards. We plan to use the guidance documents the state has indicated it would provide to schools.

We will also continue to embed Literacy Standards across the curriculum and work on text dependent skills this year as we get ready for ILearn testing.



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II. Titles & Descriptions of Assessment Instruments to be

NORM REFERENCED TESTS

- ILEARN TEST (GRADES 6, 7, 8)

CRITERION REFERENCED TESTS

Criterion referenced tests are used at every grade level and are classroom-based criterion referenced tests. The testing is based on Indiana Academic Standards and behavioral objectives from units within the curriculum. This allows our teachers to answer the question: What can the students do?

Other digital assessments include NWEA MAP, Reading plus, and Aleks math.

AUTHENTIC ASSESSMENTS

Authentic assessments are used at every grade level and are based upon the idea

that a student's real work is the test of what the student knows and is capable of doing.

• Presentations

Students present their knowledge and work before an audience of peers, parents, and teachers. This may include written work, visual aids, and oral and multimedia presentations.

• Portfolios

Student portfolios are collections of student work, which are used to assess the written growth of a student from his/her actual work.

• Performance

Students are assessed on their application of knowledge. These assessments include knowledge across the curriculum, ability to contribute to a group activity, and ability to develop a plan of action when

confronted by a problem or new situation.

• Projects

Students are expected to complete projects, which often cross subject areas. Again, these could include cooperative learning groups and individual projects, which are normally open-ended.

SSMS art room, pictured below, is twice the size of regular ed classrooms allowing for extra space for different art manipulatives.



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Titles & Descriptions of Assessment Instruments to be Used

• Rubrics

Language arts teachers assess student writing samples using the MA'AM process that is based on the ILEARN rubric. This provides the students and teachers with consistent standards when assessing writing. Rubrics are not only used in the language arts classroom; in addition, teachers across the curriculum utilize rubrics in assessing student work.

• Peer Editing

Students edit, proofread, and evaluate each other's work.

NON-STANDARDIZED TESTS USED FOR SPECIAL EDUCATION PLACEMENT:

The special needs department will use appropriate data and tools to track the mastery of goals (IEP) assigned to special needs students.

• STANDARDIZED TESTS USED FOR SPECIAL EDUCATION PLACEMENT:

- K-BIT (Test of Cognitive Skills)
- WISC (Test of Cognitive Skills)
- KTEA (Test of Achievement)
- BASIS (Test of Achievement)
- WRAT 3 (Test of Achievement)
- Woodcock-Johnson III (Test of Achievement)
- Slingerland (Test of Perceptual Motor Skills)

STANDARDIZED ESTS USED FOR SPEECH/LANGUAGE:

- TOLD (Test of Language Development)
- PPVT (Peabody Picture Vocabulary Test)
- LPT (Language Processing Test)
- OWLS (Test of Auditory Comprehension/Oral Expression)
- GFTA (Goldman-Fristoe Test of Articulation)
- PAT (Photo Articulation Test)
- Arizona 3 Artic. Test



As you enter our main hallway, this mural and quote of Abraham Lincoln greets you. Former South Spencer art teacher, Greg Sitzman, painted this display.

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III. South Spencer County School Corporation & South Spencer Middle School Mission Statements

CORPORATION MISSION STATEMENT:

The mission of the South Spencer County School Corporation is to provide an appropriate educational program and learning envi-

ronment, which will effectively a) meet the educational needs of its students and citizens and b) help its students accomplish educational

goals, which are significant, durable, and transferable.



SSMS has a rich tradition grounded in both academics and athletics/extra curricular clubs.

MIDDLE SCHOOL MISSION STATEMENT:

The South Spencer Middle School staff and community are dedicated to providing emotional, social, moral, and academic guidance to the children of South Spencer County. In seeking excellence in

education, we believe that all students can learn, and that learning occurs best in an orderly, supportive, and creative environment. We believe that learning is the responsibility of the individual student guid-

ed by the professional staff, supported by the parents, and shared by the community in the pursuit of academic excellence and social awareness.



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IV. Summary & Conclusion Data

- Including an analysis of student achievement based on data to determine the current status of educational programming. (ISTEP Summary Data/ Strengths & Weaknesses / Indiana Academic Standards achievement / Conclusions related to formulate and update SIP goals)
- After analyzing standardized testing (ISTEP+) data from Spring 2017 for grades six, seven, and eight, teachers were able to disseminate strengths and weaknesses in the specific areas of language arts & math. In addition to ISTEP, SSMS will use NWEA MAP, Reading Plus, and Aleks/IXL data to analyze student performance.

A. Annual Performance Report from IDOE

South Spencer Middle School, Rockport 7797

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	C	C	B	A	
Student Enrollment	292	290	294	299	1,133,380
Number of Certified Teachers	23	21	23	20	59,669
* Grade 6 Percent Passing ISTEP+ Math Standard	85.0	53.9	62.7	67.3	59.7
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	81.7	65.9	65.6	69.5	66.3
* Grade 6 Percent Passing ISTEP+ Science Standard	80.5	75.3	70.5	69.5	65.0
* Grade 7 Percent Passing ISTEP+ Math Standard	84.5	45.9	46.8	64.5	52.2
* Grade 7 Percent Passing ISTEP+ Language Arts Standard	87.6	66.0	79.5	76.0	67.5
* Grade 7 Percent Passing ISTEP+ Social Science Standard	82.5	74.5	78.7	80.2	67.2
* Grade 8 Percent Passing ISTEP+ Math Standard	83.7	68.9	62.1	47.8	53.3
* Grade 8 Percent Passing ISTEP+ Language Arts Standard	81.4	70.8	56.8	66.3	61.8
Percent of 8th Graders in Algebra I	20.6	26.2	0	18.9	39.1

2018 School Profile

Summary & Conclusion Data (continued)

B.) South Spencer Middle School's % Passing ELA & Math Compared To The State Average (2016)

	2016-17			2015-16		
SSMS	state	Both Pass %	difference	state	Both Pass %	difference
Grade 6	52.8	63.0	10.1	52	51.0%	1.0%
Grade 7	46.2	56.3	10.1	47.9	47.3	0.6%
Grade 8	48.3	41.3	7.0	46.7	48.4%	1.7%
all grades	51.4	56.8	5.4			

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Summary & Conclusion Data (continued)

C.) South Spencer Middle School's ELA ISTEP Scores Compared To The State Average (2016)

	2015-16			2016-17		
SSMS	state	ELA SSMS Pass %	difference	state	ELA SSMS Pass %	difference
Grade 6	66.3	65.7%	0.6%	66.5	69.6%	5.1%
Grade 7	67.5	79.6%	12.1%	65.1	76.0%	11.1%
Grade 8	61.8	56.8%	5.0%	61.8	66.3%	4.5%
all grades	65	67.4%		65.2	69.0	3.8%

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Summary & Conclusion Data (continued)

D.) South Spencer Middle School's Math ISTEP Scores Compared To The State Average (2016)

	2015-16			2016-17		
SSMS	State	Math SSMS Pass %	difference	state	Math SSMS Pass %	difference
Grade 6	59.8	62.7%	2.9%	59.6	67.4%	7.8%
Grade 7	52.3	46.8%	5.5%	50.6	64.6%	14%
Grade 8	53.4	62.1%	8.7%	55.1	47.8%	7.3%
all grades	55	57.2%		58.8	67	8.2%

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Summary & Conclusion Letter Grade

E) South Spencer Middle School Applied Skills ELA 6

ISTEP+ 2018 SPRING

Applied Skills Frequency Distribution Report

School	Subject	Tested Grade
SOUTH SPENCER MIDDLE SCHOOL (7445-7797)	ELA	06

Strand Section - Item Number	Points Possible	Total Number of Students	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Reading: Nonfiction, Vocabulary, and Media Literacy									
Section 1 - 1	2	87	14 16%	61 70%	12 14%				
Section 1 - 2	2	87	11 13%	54 62%	21 24%				
Section 1 - 3	2	87	25 29%	28 32%	34 39%				
Writing: Conventions of Standard English									
Section 2 - 1.2	4	87		9 10%	10 11%	40 46%	28 32%		
Writing: Genres, Writing Process, Research Process									
Section 2 - 1.1	6	87		6 7%	13 15%	49 56%	19 22%	0 0%	0 0%

2018 School Profile

Summary & Conclusion Letter Grade

E) South Spencer Middle School Applied Skills ELA 7

ISTEP+ 2018 SPRING

Applied Skills Frequency Distribution Report

School	Subject	Tested Grade
SOUTH SPENCER MIDDLE SCHOOL (7445-7797)	ELA	07

Strand Section - Item Number	Points Possible	Total Number of Students	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Reading: Nonfiction, Vocabulary, and Media Literacy									
Section 1 - 1	2	89	18 20%	24 27%	47 53%				
Section 1 - 2	2	89	18 20%	59 66%	12 13%				
Section 1 - 3	2	89	14 16%	36 40%	39 44%				
Writing: Conventions of Standard English									
Section 2 - 1.2	4	89		4 4%	17 19%	36 40%	31 35%		
Writing: Genres, Writing Process, Research Process									
Section 2 - 1.1	6	89		3 3%	20 22%	30 34%	33 37%	1 1%	0 0%

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Summary & Conclusion Letter Grade

E) South Spencer Middle School Applied Skills ELA 8

ISTEP+ 2018 SPRING

Applied Skills Frequency Distribution Report

School	Subject	Tested Grade
SOUTH SPENCER MIDDLE SCHOOL (7445-7797)	ELA	08

Strand Section - Item Number	Points Possible	Total Number of Students	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Reading: Literature and Vocabulary									
Section 1 - 1	2	100	12 12%	31 31%	56 56%				
Section 1 - 2	2	100	17 17%	33 33%	49 49%				
Section 1 - 3	2	100	5 5%	39 39%	54 54%				
Writing: Conventions of Standard English									
Section 2 - 1.2	4	100		2 2%	4 4%	37 37%	55 55%		
Writing: Genres, Writing Process, Research Process									
Section 2 - 1.1	6	100		1 1%	5 5%	46 46%	40 40%	5 5%	1 1%

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Summary & Conclusion Letter Grade

G) A-F Accountability Report Card 2016 South Spencer Middle School Model Student Report

Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	66.50	0.500	33.25
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	113.90	0.500	56.95
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			90.2
Overall grade			A

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V. Conclusion (s)

A. Information about how the school's curriculum supports the achievement of Indiana Academic Standards

Lesson plans are aligned with these standards and documented in plan books , digital plan books, and/

or on Canvas. Along with our corporation wide student management program- Harmony . Also, staff

members are planning for and creating new curriculum to align with the new Indiana Standards.



B. Information about how the school's instructional strategies support the achievement of Indiana Academic Standards

During the 2018-2019 school year, we will look to facilitate professional development via technology, early-release days, professional workshops, and voluntary in-service time to respond to needs as communicated in this plan and those which may arise. The language department will continue to help increase

the knowledge of all staff members in the area of evaluating extended response type questions. The department will also be used for guidance and assistance with Core Literacy Standards across the curriculum as we begin implementation.

The math department

will continue to analyze and disaggregate data to determine current SIP goals while also turning in grade-level goals to the building principal for approval . Both formal and informal goals will be based on past data along with formative assessment data which will be collected this school year.

SSMS students are utilizing chromebooks in our 1:1 technology initiative.

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Conclusions (continued)

C. Parental Participation at South Spencer Middle

Parents at South Spencer Middle School have opportunities to show their support by volunteering throughout the school year.

- Tutoring
- 8th grade dance
- Track and Field Day
- School Improvement Committee
- Coaching & Sporting Events assistance
- GT Committee

D. Technology as a Learning Tool

South Spencer County Corporation and South Spencer Middle School employ a proactive vision for the incorporation of technology into the curriculum.

VISION FOR TEACHING AND LEARNING WITH TECHNOLOGY

- South Spencer Middle School will use technology to teach 21st Century learning skills.
- South Spencer Middle School moved to a 1 to 1 Chromebook platform for the 2017-18 school year.
- All students are expected to use technology as they learn.
- All teachers are expected to use technology as a teaching tool.
- Technology is available for all students to ensure equal opportunity.
- Students who need remediation have access to software, which identifies areas of weakness and aids in the remediation of those areas.

2018 School Profile

Conclusions (continued)

THROUGH THE EFFECTIVE USE OF TECHNOLOGY, ALL STUDENTS

- WILL become active learners who master content, develop problem-solving skills, and apply their knowledge.
- Will become active participants in the learning process through group learning activities.

SOUTH SPENCER MIDDLE SCHOOL TEACHERS USE TECHNOLOGY AS A LEARNING TOOL TO IMPROVE STUDENT LEARNING IN THE FOLLOWING WAYS:

- Students use presentation software and Apps to improve oral and written communication.
- Students access worldwide websites for career exploration and aptitude.
- Students use digital cameras, printers, scanners, and other multimedia equipment to produce projects related to classroom curriculum.
- Students use the most current technologies available to solve real-world problems.
- Students access information and instruction through Internet connectivity to research databases; libraries; local, state, national, and international resources; information through video, audio, and text transmissions.

- Special needs students use technology and adaptive equipment for extended and enriched learning opportunities.
- Chromebooks will be used as a tool to facilitate the teaching of 21st Century Skills.



Technology is utilized in all curricular areas at SSMS including the fine arts and industrial arts departments.



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E. Technology as a Learning Tool (continued)

TECHNOLOGY AVAILABLE FOR STUDENT/TEACHER USE:

All South Spencer Middle students and staff members now have Chromebooks. These powerful devices will be used as yet another tool to increase student learning and ensure 21st Century Skills are taught.

Other technologies available:

- Scanners
- Three computer laboratories (30 computers in each lab)
- Wireless Mobile Lab
- LCD projectors in all classrooms
- Wireless Internet Access

- Media Retrieval System
- Synergistic Lab (Industrial Technology)
- MOBI Digital Chalkboards
- Animation Master Software
- Adobe Illustrator/Photoshop
- MIE (music in Education)
- Sibelius 5
- Photoscore Ultimate
- Software appropriate for all grade levels covering all subject areas
- VIAO
- VCRs/DVD players
- Digital Camcorder
- Classroom computer stations
- Updated School Network to Ethernet
- Classrooms have ceiling-mounted LCD projectors.
- Student response system
- Document Cameras
- Interwrite Active Board
- Digital Cameras
- Multiple Educational Apps



Students use chromebooks to complete online diagnostic testing in language arts.

2018 School Profile

Conclusions (continued)

F. Safe & Disciplined Environment

The staff and faculty of South Spencer Middle School believe that a safe and disciplined environment is paramount in the educational process. South Spencer Middle School also uses recommendations and strategies created by the South Spencer Safety Committee. This corporation-wide committee is comprised of building administrators, corporation administrators, counselors, transportation personnel, and the corporation nurse, as well as outside personnel including EMTs, firemen, policemen, and representatives from social services. Three areas of concern are the focus of this committee: facility and grounds, student safety, and student transportation. The following are indicators of our attention to maintain a safe and disciplined learning environment:

- Corporation Safety Committee
- School Safety Committee
- Drug Free School Policy
- Policy and Medication Guidelines
- Universal Precautions Training
- CPR / AED Training
- Visitation Policy
- Locked Monitored Entrances
- In compliance with all state mandated safety requirements
- Fire and Weather Emergency Drills
- In compliance with 2013-14 Bullying Legislation

In addition to the Corporation Safety Policies, South Spencer Middle School will continue our efforts to create and maintain a positive school climate. We will specifically look at the area of harassment and bullying.

Strategies/Resources:

- Create tailored and flexible bullying prevention plan.
- Speakers
- CNN 10
- Meet the requirements of new bullying legislation
- Behavioral RTI.

G. Professional Development

Professional Development is highly encouraged in the South Spencer County School Corporation. All teachers are afforded opportunities to stay current in teaching practices, learn new trends in education, and network with other educators. The fact that we no longer have state funding earmarked for professional development, added to a shrinking local school budget, creates the need to be creative and self-sufficient in terms of staff development. We will continue to look for increased ways to facilitate and offer professional development in-house. A few examples of past training/planned training include the following:

- Monthly 1 to 1 / Chromebook Training
- EVSC Technology Conference
- RTI training— 3- tiered approach to reading remediation
- Annual Case Review Workshop (Sp. Education)
- Staff lead Technology Training / Software Training
- ILEARN Training
- IASP Principal Conference
- Why Try
- Mentor Training
- Core Standards Literacy

2018 School Profile

Conclusions (continued)

H. Cultural Competency

SSMS is committed to improving the cultural competency of all members of the school community. We will monitor cultural diversity along with gender issues while giving concentrated attention to two sub groups: exceptional learners (students with IEP and GT students) and diverse socio-economic groups. Through education and coordinated staff development activities, SSMS will work toward improving cultural competency by:

- Inclusion of academic special needs students into regular classes across the curriculum
- Pertinent guest speakers
- Staff development activities that will focus on strategies that have been proven to be successful with children that come from a background of poverty.
- Financial support for students and families in need
- Staff development activities that will focus on gender achievement issues as needed.
- Staff development activities that will focus on meeting the needs of the gifted and talented population



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VI. Student Achievement

Objectives derived from an assessment of the current status of educational programming, including the following:

A. Attendance Rate

Student attendance will continue to be monitored with the school goal of continuous improvement at South Spencer Middle School. South Spencer Middle School had an attendance rate of 96.5 in 2016-17 which meets the states goal of 95%. We will use some of the following strategies to continue to keep our attendance rate at our goal of 96.0 % or higher:

- Student attendance will be monitored daily. Parents who have not called in their children's absences will be telephoned by the office personnel.
- After the fifth (5) unexcused absence, a letter from the school will be sent via U.S. mail to the home. The administrative staff will also be informed. A follow-up phone call will be made.
- We will continue to participate in the counties Attendance Court. This program was developed by both school corporations in Spencer County along with community agencies and the court system.
- Students will be awarded and recognized for good attendance.
- Perfect attendance will be recognized at award/celebration assemblies.

B. Percentage of students meeting academic standards under the ISTEP+ pro-

Students meeting the academic standards under the ISTEP+ program will continue to improve through the following:

- Immediately after receiving ISTEP+ data from the state, the administrative staff and teachers will disaggregate data. Teachers identify individual student's strengths and weaknesses and plan lessons accordingly in an attempt to remediate or enrich.
- Teachers will continue to align the curriculum both vertically and horizontally according to state standards. This will be done through collaboration with subject-matter teachers.
- Teachers will continue to improve reading comprehension instruction including spelling/vocabulary using various teaching modalities including but not limited to Reading plus, Accelerated Vocabulary programs, multiple new programs made possible by our 1 to 1 Chromebook initiative, and best practice instruction.
- Language arts teachers will continue to use common language derived from the Simple 6, Indiana Academic Standards and MA'AM to teach writing.
- Teachers will stay current on educational trends through professional development.
- For the 2018-19 school year, the daily schedule will continue to be adjusted to allow for an organized block of time for the RTI individualized programming.
- The RTI program allows teachers to flexibly group students targeting their specific areas of weakness.
- Teachers target areas of weakness using self-paced, skills based technology programs such as Reading Plus for language arts and Aleks for math coupled with direct instruction of the identified weaknesses.
- The top tier students not requiring intervention are exposed to enrichment programming.

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VII. Specific Areas where Improvement may be Needed Immediately & Proposed Interventions

A. 2017-18 Goals

⇒ South Spencer Middle School will increase the Nonfiction/Literary Reading comprehension score by 5% on the Applied Skills and Multiple Choice section of the ELA ISTEP+ tests.

⇒ South Spencer Middle School will show a 5% increase in the category of number sense and computation on the mathematics ISTEP assessment.

Strategies/Action Plan:

- Common language/reading strategies for fiction & nonfiction will be identified and implemented.
- During our Interdisciplinary/RTI class, students will be flexibly grouped for reading interventions, including the use of the Reading Plus program.
- Language arts teachers will identify best practice reading strategies that will help all teachers emphasize reading through their subject areas.
- Core subject area teachers will develop lessons that include students “writing” in their subject area. Content area teachers will evaluate these written responses at least once per semester using the common scoring method taught at a previous in-service and submit samples of scored responses to the administration.
- ELA staff will train other content areas how to use text dependent questions that model those students will experience on the ISTEP.
- All content areas will investigate and use websites that offer leveled, nonfiction texts that utilize text dependent questions such as NEWSELA & Readworks.org.

- All staff members will require that students re-submit written work that does not include complete sentences, thoughts, and punctuation.
- Weekly enrichments will be designed to offer students higher-level thinking experiences.
- Targeted instruction in deficient areas identified by collected data (Math / ELA) will be offered to students.
- During our Interdisciplinary/RTI class, students will be flexibly grouped for math interventions, including the use of the Aleks, IXL and Xtra-math applications
- During Band, Music, Art, and Technology Ed. class, students will work on math facts, using Aleks Quick Tables for ten minutes each day.

Evaluation:

- ILEARN
- NWEA MAP
- Reading Plus
- Aleks
- Teacher created assessments
- Teacher evaluation of student work
- IXL