

**Custer Baker
Intermediate School
School Improvement Plan
2018-19**



**101 West State Road 44
Franklin, IN 46131
(317) 346-8600**

Franklin Community School District

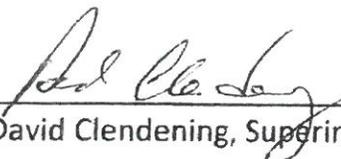
School:..... Custer Baker Intermediate
Address:..... 101 West State Road 44
City/State:..... Franklin, IN 46131
Phone:..... (317)346-8600
Corporation #:..4225
School #:.....3458
Grades:..... Five and Six
Enrollment:..... 820

School Improvement Plan Committee Members

Mr. David Beck..... Principal
Mrs. Cindy Mappes.....Assistant Principal
Mrs Amanda Ramey..... Teacher
Mr. Greg Quagliara..... Teacher
Mrs. Ashley Graham..... Teacher
Mrs. Heather Malott..... Teacher
Mrs. Stacy Devenport..... Teacher
Mrs. Kristi Bayliss..... Teacher
Mrs. Mindy Bangel..... Teacher
Mrs. Jamie Jeffrey..... Parent/PTO President
Mrs. Crystal Bringham..... Parent
Mrs. Rita Holman.....Principal, FCMS
Mr. Mark Heiden..... Principal, Creekside Elementary

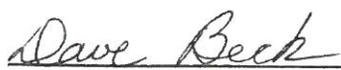
Signature Page

I have read and approved the Custer Baker Intermediate School Improvement Plan.



Dr. David Clendening, Superintendent

10/11/18
Date



Mr. Dave Beck, Principal

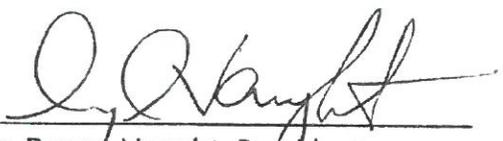
10/11/18
Date

I have read and approved the Custer Baker Intermediate School Professional Development Plan.



Mr. Anthony Harris, Vice President
Franklin Community Teacher's Association

10/14/18
Date



Mr. Danny Vaught, President
Board of School Trustees

10-8-18
Date

Table of Contents

I. Introduction.....	5
· Narrative description of the school, the community, and the educational programs	
· Description and location of curriculum	
II. General Information.....	6
· Statement of Vision, Mission and Beliefs	
· Five Guiding Principles	
● FCSC Critical Questions	
● Cultural Competency	
● Parent Participation	
● Technology as a Learning Tool	
● District Technology Plan	
● Safe and Disciplined Learning Environment	
● Student Experiences	
● Community Partnerships	
III. Educational Programming and Learning Data.....	11
IV. Summary of Data from Annual Performance Report.....	12
V. Academic Achievement Conclusions.....	12
· School-wide Conclusions	
VI. School-wide Goals.....	13
VII. Additional Interventions to Meet School-wide Achievement Goals.....	14
● How Curriculum Supports Achievement	
● How Instructional Strategies Support Achievement	
VIII. ISTEP+ Subgroup Performance Gap.....	16
IX. Interventions to Meet Academic Goals For Special Education Students.....	16
X. Attendance.....	16
XI. Professional Development.....	18
XII. Academic Honors Diploma & Core 40.....	19
N/A	
XIII. Statutes and Rules to be Waived.....	19
N/A	
XII. Three (3) Year Time Line for implementation, review, and revision.....	19

I. Introduction

Description

Custer Baker Intermediate School (CBIS), part of Franklin Community School Corporation, is located at 101 West SR 44 in Franklin, Indiana. Custer Baker Intermediate is a grade 5 and grade 6 building. Our incoming fifth grade students come from the five elementary buildings in the corporation. Students who are promoted in the 6th grade go to Franklin Community Middle School.

The Custer Baker school population is 90.3% White, 4% Hispanic, 3% Multiracial, 1.3% Black and 1.2% Asian. On a socio-economic level, 55% of Custer Baker students pay for lunch on their own and 45% are in our free or reduced lunch program.

Custer Baker Intermediate School has 85 staff members. Among those are two administrators, forty-five certified staff, four secretaries, a school nurse, a library media assistant, two guidance counselors, cafeteria staff, custodians, and special education classroom assistants.

Franklin (population 23,148) is twenty miles south of Indianapolis and 90 miles north of Louisville, Kentucky, near I-65 and U.S. 31. Franklin is named after one of our nation's founding fathers, Benjamin Franklin. Franklin, located in the heart of Johnson County, serves as the county seat. A popular suburban community, Franklin's population has grown approximately 1% since 2000.

Educational Programs

Custer Baker Intermediate School offers a wide variety of educational programs. These programs include, but are not limited to, mild disabilities education, essential skills classes (moderate and severe disabilities), high ability education, ENL (English as a New Language), speech and communication services, differentiated instruction, music, art, physical education, library, health, cultural diversity instruction, and fully equipped science labs.

Location of Curriculum

Custer Baker Intermediate School's curriculum is directly linked to the Indiana Academic Standards. The curriculum binders, Indiana Standards books, and curriculum frameworks for Custer Baker Intermediate (CBIS) are located in the teacher resource area of the library. The Language Arts and Math pacing guides are posted on the shared drive for the Franklin Community School Corporation. This is accessible by all school personnel. CBIS has a parent resource room located across from the office. This room has curriculum guides for all grade levels and specials areas available to parents.

II. General Information

Vision, Mission, Beliefs

Vision

Franklin Community Schools... Where education is student-centered and innovative, and learners are inspired to become great!

Mission

Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Beliefs

In a safe and nurturing environment, students:

- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Five Guiding Principles

• ***INDIVIDUAL STUDENT GROWTH***

Franklin Community Schools will provide learning experiences that maximize individual student potential.

• ***COMMUNICATION***

Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

• ***SYSTEMIC CONTINUOUS IMPROVEMENT***

Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions for Franklin Community Schools.

• ***TRUST***

Franklin Community Schools will build and atmosphere of confidence through an open and transparent environment.

• ***COLLABORATION***

Franklin Community Schools will provide opportunities for teachers, students, support staff and administrative leaders to work together to achieve common goals.

FCS Critical Questions

- What is it that we want all students to learn?
- How will we know they have learned it?
- How will we respond when they don't learn?
- How will we respond when they know it?

Cultural Competency

The world around us is continuously changing and becoming more culturally diverse. When walking through the doors of Custer Baker Intermediate School, one might suspect that our student body does not reflect the change going on around us. However, although we are not a racially diverse group, our diversity in other areas is significant. Roughly one half of our students qualify for free and reduced lunch, and one fifth are part of our special education population. Our emphasis when it comes to cultural competency is in educating our students about the importance of not only embracing your own culture, but also in accepting and valuing the culture of others. Students in our World Cultures exploratory class study a variety of cultures. In addition, our ENL (English as a New Language) program, fine arts curriculum, and classroom activities throughout the year allow teachers to have many open discussions with the students about various cultural issues.

Parental Participation at CBIS

CBIS recognizes that educating students and helping them achieve success is a shared responsibility between the school and parents. Schools and parents must work together to ensure that students develop the necessary skills for success in life.

CBIS supports the development, implementation, and continuing evaluation of activities that promote:

- communication between parents and schools.
- parents and their contributions as welcomed assets.
- parents as vital members of the decision-making body of CBIS.
- community partnerships that expand horizons for students.

CBIS parents are encouraged to be actively involved in their students' education by supervising homework completion, reading school and classroom newsletters, checking team websites, and volunteering for school or classroom activities.

Areas for improvement include encouraging parental participation in the parent support organization (PTO).

The PTO is involved with many activities throughout the school year. PTO activities include:

- fundraisers
- education box tops
- staff appreciation (PTO provides school lunches throughout the school year, and special activities during Teacher Appreciation Week.)
- monetary contributions to classrooms

Other opportunities for parent involvement include:

- classroom volunteers
- school programs
- book fair volunteers
- school improvement planning participation
- field trip chaperones
- B4UGO
- fundraisers

Technology as a Learning Tool

All stakeholders of CBIS utilize technology as a learning tool. Technology is used as a tool to help meet student, parent, staff, and community learning goals. Technology is embedded into the school culture and curriculum.

❖ Students

Students are assigned a Chromebook device as a one-to-one application for use at school. Technology is being used to provide curricula, instructional, and assessment opportunities that meet individual student needs. Students are:

- using technology to improve academic knowledge and skills by using a variety of media and technology resources
- searching and sorting information using more than one criterion and explaining strategies used to find the information.
- identifying an online catalog, database, and/or a search engine to locate research information.
- using online public access catalogs to search by title, author, and subject in order to locate needed works.
- utilizing appropriate tools such as databases, spreadsheets, and graphing calculators as appropriate for sorting and analyzing data.
- using software for problem solving, experimentation, and extended learning activities.
- utilizing appropriate vehicles such as web browsers and graphical analysis software, as appropriate to collect, organize, and analyze information.
- utilizing technology for personal expressions (essays and compositions).
- utilizing technology presentation stations in the classroom.
- utilizing video studio daily for announcements and other special projects.

In addition students are:

- developing presentations through printed and electronic means.
- preparing audiovisual documentation of information learned.
- participating in distance learning opportunities such as Skype.
- using Citation Maker for research projects.

❖ Teachers, Administrators, Classified Staff

A variety of opportunities for staff, e.g. teachers, administrators, and classified personnel to develop their technical skills and conceptual understanding of how people might learn better with technology are provided at the building and district level.

- Staff attend district and school sponsored workshops on how to use the new technology resources selected to enhance the teaching and learning process.
- Teachers design, deliver, and assess student-learning activities using computers/technologies to meet the needs of student populations.
- Teachers use PowerSchool to record student attendance and grades.
- The staff and administration regularly use email to send newsletters, important documents and current events to parents.
- The school uses a telephone calling/email system called Blackboard to inform parents of important news and upcoming events.
- Updates of school and corporation webpages.
- The school uses an automated calling system that informs parents of concerns and also when students are "caught doing something good".
- Teachers and administration use Alpine software to review past and present academic performance, plan appropriate interventions and educational placement.

◆ Parents

In order to help the parent become an active participant in their child's education, technology is used as a tool to provide easy access to student data and as an extended learning tool.

- Parents utilize email as a form of communication with the school and teachers. Parents are offered computer access to student attendance, grades, discipline records, and other school information.
- Parents access the school website to stay current on school and classroom events.
- Parents have access to computer and internet use in our Parent Resource Room.
- Parents use the Blackboard telephone calling/email program to receive important news and upcoming events.

◆ District Technology Plan

The school district has instituted a three year K-12 plan to support the inclusion of technology in the classroom. The plan allows for students and teachers in all schools within our district the opportunity to increase their skills and to support the integration of technology into the classroom. The basis of the plan is the use of the National Education Technology Standards (NETS) to drive the direction of our district in the use of technology for students and administrators. Within the plan, a program for professional development and the assessment and review of technology use in our district is maintained. Custer Baker Intermediate School follows the district technology plan and has incorporated its components in our school improvement planning.

Safe and Disciplined Environment

CBIS staff members have a crisis management flipchart accessible to them in each classroom. The plan covers emergencies that may be encountered in a school building. Classroom teachers have two-way radios to communicate from the playground. Each classroom has a telephone that can access lines in the school and outside lines in case of emergency. Custer Baker Intermediate School safety provisions also include:

- All visitors sign in and wear a visitor's badge.
- All doors are locked except for the front door, which is in clear view of the office staff. Visitors are allowed in to the building only after checking in with school staff.
- Fire drills are conducted on a monthly basis.
- Two disaster drills are conducted each semester.
- Two lockdown drills are conducted each year.
- Two bus evacuation drills are held each year.
- The Safe Schools Building Team meets three times per year.
- Three tabletop scenarios are provided per year to discuss possible crisis situations.
- The staff has developed school-wide discipline plan.
- All office and safety team members are trained in first aid and CPR.
- Crisis team members are all trained in Nonviolent Crisis Intervention yearly.
- Background checks are conducted on volunteers.
- Anti-bullying activities are reinforced by staff throughout the year to promote emotional and physical safety.

Student Experiences

CBIS is committed to providing students with a wide variety of experiences to enrich their emotional, social, physical and academic growth. The table below contains some of these experiences.

Band	Bible Club
Choir	Student Council
Cub Choir	Internet Safety
General Music	Drama Club
Art Education	Field Trips
World Cultures Education	Athletics and Intramurals
Robotics	Math Bowl
Fellowship of Christian Athletes	Spell Bowl
Career Education	Homeroom Activities
Counseling Lessons	Community Service Projects
Fundraisers for Riley	Health and Well-Being Education
Physical Education	Recycling Club
Aquarium Club	Daily Grizz
Study Buddy	Million Meal Marathon
NWEA Goal Setting and Celebration	Solo and Ensemble

B4UGO (CBIS Spring Intensive)

B4UGO a spring intensive designed to give students a wide variety of experiences not usually part of a school curriculum. For three days students attend classes of their choice designed around teachers' interests. Classes are a wide range of high interest topics and have included such topics as The Study of Shakespeare, Harry Potter, and ice cream. Students play "old school" games, learn French and French culture, do science experiments, and learn the history of Franklin while walking around town. Some teachers teach Olympic sports and outdoor games. Students are able to choose two different classes over the three day intensive, one in the morning and one in the afternoon.

Community Partnerships

Many individuals, businesses, and civic organizations have partnered with CBIS to provide additional services and experiences to our students and staff. These partnerships are extremely important with many of the Clubs, B4UGO Sessions, Community Service Projects, Chicago Pizza's Lunch With The Principal, Career Day, Study Buddies, Internet Safety Program, etc.

In addition, Adult & Child Mental Health has offices in the school to provide services for our students.

III. Educational Programming and Learning Data

Data collected by CBIS administration and teaching staff is utilized in an ongoing basis to better meet the academic needs of the students within our building. It is necessary that the data collection process be longitudinal in order to truly track student performance, and more importantly student progress. In addition, teachers realize the importance of relying on multiple sources of data collection to allow for better decision making that is more reflective of the whole child.

The software program Read Naturally is used to strengthen the reading skills for those students that have been identified having reading fluency deficiencies.

ILEARN, Indiana's statewide assessment, allows CBIS staff to make decisions regarding the direction of curriculum and teaching strategies. In addition to ILEARN, the staff uses NWEA, another major assessment tool, to support our educational decision-making.

NWEA, Northwest Evaluation Association, is an assessment administered three times during the year (fall, winter and spring). NWEA offers an ongoing, comprehensive evaluation of each student in our building. These assessments, which are administered in the areas of math and reading, are taken electronically three times each year. Students, and the test proctor, are able to view each student's results immediately upon conclusion of the test. Teachers are provided individual student and classroom data in a timely manner, which is utilized to plan and modify classroom instruction. Teachers have been trained how to interpret this data and how to use it to differentiate their instruction to meet the educational needs of all learners.

Teacher observation and assessment becomes the third means of assessing progress of students. By combining the data from ILEARN, NWEA, and teacher assessments, the staff triangulates data to form conclusions about student progress and develop appropriate instructional plans.

Data from the formal assessments becomes the foundation for the professional goals developed by the staff. Professional evaluation includes assessment of progress in reaching these personal and school goals.

IV. Summary of Data from Annual Performance

Better Than State Average

2017-18 ISTEP+ DATA 4th grade (current 5th grade)

	Pass + %		Pass %		Total Passing %		Did Not Pass %	
	FCS	State	FCS	State	FCS	State	FCS	State
ELA	16	16	48	45	64	61	35	37
Math	19	23	41	36	60	59	39	39
Science	10	13	50	43	60	56	39	43

2017-18 ISTEP+ DATA 5th grade (current 6th grade)

	Pass + %		Pass %		Total Passing %		Did Not Pass %	
	CBIS	State	CBIS	State	CBIS	State	CBIS	State
ELA	19	17	41	42	60	59	39	40
Math	26	24	42	40	68	64	31	35
Soc Studies	17	15	46	39	63	54	36	45

2017-18 ISTEP+ DATA 6th grade (current 7th grade)

	Pass + %		Pass %		Total Passing %		Did Not Pass %	
	CBIS	State	CBIS	State	CBIS	State	CBIS	State
ELA	21	19	44	44	65	63	35	35
Math	25	22	38	35	63	57	37	42
Science	37	19	44	37	81	56	42	19

V. Academic Achievement Conclusions

School-wide Conclusions

ISTEP+ assessment data indicate that CBIS 5th and 6th grade share a common area of concern in Language Arts/Reading and Math.

VI. School-wide Goals

Goal: **Ensure that the curriculum (Essential Learnings) is viable.**

Goal: **Match topics to texts and develop questions or prompts.**

Goal: **Establish reading, writing, and discussion expectations.**

Rationale: The achievement data indicates a need to significantly improve literacy skills. Research has shown the ability to read, write and discuss well is vital to success in school and throughout life. CBIS has had, and continues to have, a variety of programs and efforts to address this. The committee has concluded that it is time to focus our efforts in a more consistent, deliberate, and coordinated school-wide effort. As Mike Schmoker says, "To succeed, leaders must carefully select, severely limit, and then persistently clarify (and clarify, and clarify, and clarify) the work to be done..." "They must also reject anything that distracts them from their focus. In short, they must embrace SIMPLICITY!" It is the belief of CBIS that this focused, straightforward effort will allow us to achieve significant effects on teacher performance and academic improvements in all subjects within one to two years.

Process: We will use the PLC process to complete the necessary communication, training and specific tasks needed to accomplish the stated goals. School administrators, in collaboration with the academic coach, and PLC team leaders, will be responsible for planning this effort and monitoring its effectiveness. The members of each PLC will be responsible for implementing the various tasks associated with the effort.

Indicator(s) of successfully meeting the goals:

Goal: **Ensure that the curriculum (Essential Learnings) is viable.** Creation of a clear guide to what teachers should teach, and the approximate order in which they should teach it, for every course. This will include an adequately defined set of essential topics, concepts, texts and writing assignments that the school will provide to students regardless of which teacher a student happens to get.

Goal: **Match topics to texts and develop questions or prompts.** Creation of a curriculum map and PLC binder where this information will be stored. This will include building knowledge through content-rich nonfiction, reading writing and speaking grounded in evidence from texts, both literary and informational, and includes regular practice with complex text and its academic language for all subjects.

Goal: **Establish reading, writing, and discussion expectations.** Creation of a curriculum map (Topics, Text, Focus Questions, Activities and PLC resources.) This will include building knowledge through content-rich nonfiction, reading writing and speaking grounded in evidence from texts, both literary and informational, and includes regular practice with complex text and its academic language for all subjects.

Academic Achievement Building Goals	Baseline Data ISTEP Spring 2018	Basis for Evidence of Progress	End of Year ILEARN Results
The percentage of students in 6th grade passing the 2018-19 ILEARN E/LA exam will increase from 60% to at least 80% .	60%	NWEA Projected Proficiency Cut-Score	
The percentage of students in 5th grade passing the 2018-19 ILEARN E/LA exam will increase from 64% to at least 82% .	64%	NWEA Projected Proficiency Cut-Score	
The percentage of students in 6th grade passing the 2018-19 ILEARN Math exam will increase from 68% to at least 84% .	68%	NWEA Projected Proficiency Cut-Score	
The percentage of students in 5th grade passing the 2018-19 ILEARN Math exam will increase from 60% to at least 80% .	60%	NWEA Projected Proficiency Cut-Score	

VII. Additional Interventions to Meet School-wide Achievement Goals For All Students

How Curriculum Supports Achievement

The curriculum utilized by CBIS teachers supports and is aligned with national and Indiana Academic Standards.

CBIS staff will continue to build a curriculum designed to include local, state, and federal guidelines to meets the needs of the 21st century student.

How Instructional Strategies Support Achievement

CBIS has implemented Professional Learning Communities (PLCs) designed to ensure that educators work collaboratively to:

- focus on student learning and implement specific interventions necessary to guarantee student achievement for all students.
- focus on creating a culture of collaboration within the school and avoiding the isolationism of individual teacher/team efforts.
- focus on results by routinely administering common formative assessments that evaluate the success level of our programs, strategies and interventions for individual students and the overall student population.
- determine the essential learning outcomes that we expect all students to master.
- employ methods of 21st century instruction that integrate innovative and research-proven teaching strategies, modern learning technologies, and real-world resources and contexts

- increase rigor and relevance in our curriculum, programs and strategies.
- use weekly department grade level PLC meetings to evaluate our efforts and create specific interventions for individual students in need of additional educational support.

CBIS has implement WIN Time (What I Need). This provides for flexible grouping for pre-teaching, remediation or enrichment to meet the specific needs of students.

CBIS students meet at least one day per week in Homeroom. This class is used to develop personal relationships between students and students/staff. In addition, counseling lessons are centered around these classes.

CBIS uses NWEA assessments, Compass Learning, and structured goal-setting to assist in raising student achievement.

CBIS has implemented a formal Response to Intervention (RTI) program to specifically identify and address individual student deficiencies in the area of reading fluency. Students meet daily and use the program "Read Naturally".

Staff and students work together to review previous individual academic goals, assess needs, and set new individual goals. CBIS students celebrate their own accomplishments and those of others throughout the school year with LUNCH WITH THE PRINCIPAL, HONOR ROLL and ATTENDANCE PLAQUES, and ON LEVEL celebrations.

Teachers employ a variety of improvement strategies to respond to the needs of CBIS students. Instructional strategies and best practices include team teaching, ability grouping, action research, professional development, varied assessment instruments, gradual release of responsibility (GRR), differentiated instruction,

CBIS has implemented Sixth Grade Learning Centers. This provides for additional flexible grouping for pre-teaching, remediation or enrichment to meet the common academic needs of groups of students in Math and ELA.

CBIS has implemented The Reading Zone. This daily 44 minute schoolwide program encourages reading and reading stamina.

CBIS curriculum is enhanced by providing opportunities for project-based learning, collaborating with classmates, employing simulations, and technology applications. Choir, band, art, physical education, and World Cultures connect students' interests to experiences in the real world.

Students will learn the CBIS core values. CBIS core values include HONESTY, INITIATIVE, RESPONSIBILITY, PERSEVERANCE, INTEGRITY, and RESPECT. These core values are prominently displayed, reinforced, and modeled daily by CBIS students, counselors, teachers, support staff, and administrators. Team incentive plans and student behavior logs are used to assess whether or not students are modeling CBIS core values.

Students will learn additional skills associated with character education. CBIS students and staff are involved with a variety of service learning and community involvement activities throughout the school year.

Professional development opportunities at staff meetings, webcasts, and other workshop-type experiences will be provided on the topics of "best practices". Teachers reflect, collaborate, analyze, and interpret data to determine strategies that are considered "best practices" based on the needs of the students and content being taught. Future practices will reflect findings of action research. Teacher evaluations reflect the expectation that best practice instructional strategies are used in the classroom.

Instructional strategies are evaluated for effectiveness by individual teachers, teaching teams, and PLC teams. Teachers routinely assess student progress and use this information to evaluate the effectiveness of instructional strategies. Teachers employ a variety of assessment techniques including PLC common formative and summative tests, benchmark tests, themes, essays, journals, portfolios, checklists, SSR with Interventions student conferences, audiovisual tapes, and group or individual discussions. NWEA testing is done three times each year and is used to modify instructional strategies. CBIS students take the yearly ILEARN exam.

VIII. ISTEP+ Subgroup Performance GAP

Special Education Gap

Special education students, far greater than all other identified groups, demonstrate a trend of poor performance when compared to the general education student body. Unlike other identified groups, many students in this group have learning disabilities or low to low average ability.

IX. Interventions to Meet Achievement Goals For Special Education Students

The school-wide interventions will be used along with the following additional interventions designed specifically for the needs of this group of students.

We have identified students who are two grade levels or below in reading and math, and they will receive an additional reading or math class focusing on their particular needs. Special education teachers will continue to receive training through audio conferences from Johnson County Special Services. "Read Naturally" and WIN Time will provide interventions needed to address specific student learning needs. IReady, extended time Math classes, Lunch time study/quiet room, and specialized teaching teams will assist special education in multiple subjects. Structured teaching will be used in our Essential Skills class.

X. Attendance

Student Attendance Rate

Year	CBIS Attendance Rate	State Average Attendance Rate
2017-18	96.7%	Not posted at this time

Goal: The student attendance rate will improve to at least 97% for the 2018-2019 year.

Student attendance has consistently exceeded the state average for prior years. All staff members promote programs and strategies within their environments to encourage excellent attendance. Incentives and rewards are handed out monthly and at the end of each quarter to students with the best attendance. Community support is recruited to participate in rewarding students with perfect attendance. Strategies include:

- the attendance and tardy policies being printed in the Student Handbook.
- attendance policy notices being signed and returned from parents at the beginning of the school year.
- attendance letters being mailed after seven, ten and fifteen days of absence without a medical doctor’s statement.
- a parent contact being made after a student accumulates five days of absence without a medical doctor’s statement.
- the student being referred to the Family Resource Program after accumulation of eleven days of absence without a medical doctor’s statement.

Additional strategies are described in the following chart:

Interventions to improve student attendance rate

Strategy	Target Area	Necessary Resources	Time of Action	Responsible Persons	Supporting Data
Principal recognizes students with perfect attendance	Recognize perfect attendance	Personal letter of recognition	End of each grading period	Principal, Attendance Secretary, Teachers	Attendance Reports
Students recognized in the main hallway with recognition plaques		Attendance Reports			
Recruit community merchants to aid in recognizing perfect attendance students		Tangible rewards provided by community businesses			
Assistance from the Family Resource Coordinator	Unexplained or unacceptable absences	Family Resource Coordinator, Attendance Reports	As needed	Family Resource Coordinator, Attendance Secretary	

XI. Professional Development

Custer Baker Intermediate Professional Development Action Plan

Goal: By 2018-19, 100% of CBIS teachers will be trained to instruct in our Reading Zone program.

Strategy to meet goal	Timeline for completion	Indication of Success	Resources Needed
In-service all teaching staff	2018-19	Strategy implementation throughout the year, and student success as evident on data tracking sheets	Wednesday early release time, Academic coach, PLC Team Leaders and PLC Meetings

Goal: By 2018-19, the Custer Baker staff will be trained to implement the Focused Essentials for School Improvement that outlines the 3 main school-wide goals.

Strategy to meet goal	Timeline for completion	Indication of Success	Resources Needed
Read Mike Schmoker's "Leading with Focus"	2018-19	Completion of book study	Wednesday early release time, Academic coach, PLC Team Leaders and PLC Meetings

Goal: By 2018-19, 100% of the Custer Baker faculty will focus on increasing the rigor and relevance in our curriculum, programs, and strategies.

Strategy to meet goal	Timeline for completion	Indication of Success	Resources Needed
In-service faculty on rigor and relevance:	2018-19	Students being able to identify and discuss the learning objectives Percent of students showing growth on NWEA assessments Percent of students passing ILEARN	Wednesday early release time, Academic coach, PLC Team Leaders and PLC Meetings

XII. Academic Honors Diploma & Core 40

- Not applicable to elementary level

XIII. Statutes and Rules to be Waived

- Not Applicable

XIV. Three Year Time-Line

This plan was originally created during the 2016-17 school year and has been amended in each subsequent year. Revision will begin upon completion of a thorough review process. The staff will continue to review and revise the plan based on the findings of the data throughout the school year.