

# Justice Thurgood Marshall Intermediate School

**School Motto:**

**Be a Patriot**

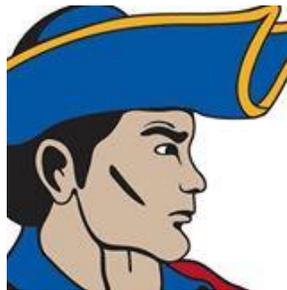
*Respect yourself, Respect each other, Respect our school!*

## School Improvement Action Plan

*Prepared:* September 2010

*Updated:* September 2014

Time Frame for Implementation: 2012-2015



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***Initial Preparation: September 2010***

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**Marion Community Schools (#2865)  
Justice Thurgood Marshall Intermediate School (#2350)**



Marion Community Schools provides employment and educational opportunities without regard to sex, race, national origin, religion, handicapping condition or limited English proficiency.

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## **SCHOOL OVERVIEW (COMPREHENSIVE NEEDS ASSESSMENT)**



### **HISTORY**

Justice Thurgood Marshall Intermediate School is one of seven buildings that service students within Marion Community Schools. It was opened as a junior high in 1971 and reorganized as a middle school in 1983. The school services a wide range of families with parents/guardians who work as unskilled workers to professionals. 82% of our families qualify for financial assistance resources which ranks in the bottom 20% of Indiana schools. The percentage continues to increase as the economic instability of the area has caused the closure and downsizing of several large factories and businesses. The lack of available jobs has both changed the dynamics of the area and led to decreasing enrollment throughout Marion Community Schools.

In the fall of 2003, our three middle schools became two and the fifth grade students were moved back to the elementary buildings. The 2003-2004 school year began with seven K-5 elementary schools, two 6-8 junior high buildings feeding one high school. In the fall of 2010, the district closed an elementary and a junior high leaving four elementary schools to service students in grades K-4. These moves led to the creation of Justice Thurgood Marshall Intermediate School.

The housing in our district has undergone as many changes as our building. Justice Intermediate houses students from all corners of the Marion Community School District. There are sections of the city that have experienced new home and condominium growth. We also have many areas of older homes that have continually been bought by landlords who leave the purchased land dilapidated. Nearly 80% of our students are transported to and from school by nineteen buses. The population is also serviced by two universities of higher education, Indiana Wesleyan and Ivy Tech.

Marion offers many outstanding activities. The city includes a beautiful river walkway that is used by large numbers of city dwellers. During the Christmas season we have the Walkway of Lights. People from across the county as well as neighboring counties and states make the walk a regular Christmas season destination. The city has worked to update its parks system that includes new soccer fields. In October, Marion proudly hosts the Battle of 1812, a live reenactment of the Battle of the Mississinewa. The city includes a restored home that has been remodeled for our Quilters Club and is recognized as a historical sight. Our public library houses a nice museum of the local area. Our local government is working to revitalize the downtown area beginning with local restaurants and locally owned businesses.

Justice Thurgood Marshall Intermediate School will continue community partnerships began with the district's elementary schools and McCulloch Junior High School. It will also continue community partnerships that began with the building that now houses the intermediate school.

## **CULTURAL DIVERSITY**

Justice Thurgood Marshall Intermediate School is located in the northwest quadrant of the City of Marion. The school has an enrollment of 573 students serving students in grades five and six. 71% of our students receive free and reduced breakfast and lunch services and approximately 5% are identified with limited English proficiency. 52% of our students are white, 21% are African-American, 16% are multiracial. Our special education department services 18% of our student population.

## **COMMUNITY PARTNERSHIPS**

JIS and Marion Community Schools has partnered with the Humanity's for Hope Foundation – Youth Division to incorporate the Peers Working on Problems program. This program targets youth in communities with diverse populations to develop knowledge in:

- Differentiating between myths and facts about drug and substance abuse
- Differentiate between myths and facts about Aids/HIV
- Understanding the consequences of substance abuse, violence, promiscuity and other delinquencies across multiple domains
- Utilize good judgment skills as it pertains to limit setting and negative behavior
- Self-identifying negative reactions, behaviors, and influences
- Develop cognitive skills and active listening skills.

The program will utilize peer group setting to learn, discuss, plan, and implement strategies to reduce the use and effects of substance abuse and prevent the prevalence of violence, promiscuity and other delinquencies in the daily lives of area students.

Justice Intermediate School continues special partnerships within the community as well. We have students who attend a police academy week during the summer. This week helps family/community relationships with the local police. All students also are serviced by a DARE officer in our building. His curriculum includes relationship building with students. Our building is shared with numerous other community organizations

## **SPECIALIZED STUDENT SUPPORT**

Justice Thurgood Marshall Intermediate School is comprised of 38 full and part-time certified teachers, two administrators, and 20 full and part-time classified staff members.

The educational programs at Justice Intermediate School focus on effective core instruction in language arts, mathematics, science, and social studies, supported by imbedded professional development and tiered intervention support for struggling students. A curriculum framework has been adopted from the Indiana Department of Education for each grade level to provide outstanding literacy instruction for our students. Every student's schedule is built around a success period that is the foundation of the 8-Step Process which allows our school to focus on areas of greatest need. Students also participate in a well-rounded school experience with daily participation in art, music, technology and physical education. Over the past two years our band program has grown from 35 participants in 2012 – in 2013 it grew to 135 – and it is projected to be 160 in the fall of 2014.

## ASSESSMENT TOOLS

**ISTEP+:** Measure of student achievement in English/Language Arts, Mathematics, grades 5 and 6, and Science grade 6.

**Acuity Readiness:** Assessments given three times a year, indicate student growth and progress relative to our end-of-year goals and ISTEP+ state assessment. Results drive instruction within the classroom, and with individual groups as well as student differentiation.

**Scholastic Reading Inventory (SRI):** Assessment is given three times a year. It measures student Lexile level. Results drive instruction within the classroom, and with individual groups as well as student differentiation.

Ongoing review of student data is used to plan lessons and address individual differences with the weekly assistance of master/mentor teachers using:

- ISTEP+
- Data from Acuity Readiness
- SRI

## TECHNOLOGY

Tech Sec. 1. Integration of Technology and the Internet in the Curriculum

- Students will use a variety of software packages and internet resources to create, edit, and publish their writing. Students will research information in both print and online resources that can be used to create informational writing pieces.
- Students will use the student reading software program (Read 180), audiobooks, and reading comprehension websites to help improve reading. Students will work on WebQuests that require independent reading and researching.
- Computer programs and websites will provide student practice of mathematical concepts. Students will use websites that promote problem solving.
- Through collaborative partnerships the library media specialist and classroom teachers use media/technology to connect technology and media to all subject areas using theme elements from all curriculum areas.
- The staff of JIS places a major emphasis on integrating technology throughout the curriculum and in using technology tools effectively to enhance instruction, especially that which directly supports our school improvement goals.
- System 44 is the breakthrough foundational reading and phonics intervention technology program for our most challenged readers in Grades 3–12+. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.

Tech Sec. 2. Available Technology

- Three computer labs
- Media Center with 20 computers
- Mobile laptop computer lab
- Internet connections in all classrooms, labs, and offices

- Four card scanners/Three page scanners
- Mimio classrooms
- TV's and Elmos in each classroom
- Eight classrooms and four Large Group Instruction rooms with projectors and screens for multi-media presentations
- Mounted projectors in every classroom
- Large screen television on portable cart
- 60 Kindle
- 20 iPod Touches
- multiple Interactive Smart Board
- multiple Classroom Performance Systems Clickers
- 150 iPads

Technology began 2010 as a major weakness. Our building had one functioning computer lab. A few of our classes had overhead projectors. A couple of classrooms had mounted projectors. Currently, every classroom has a projector connected to their computer to better engage students. We house nearly 150 iPads. Students are utilizing Kindles and iPod touches in the Library. Students also use a mobile cart of laptop computers while in the library. We have updated the sound system on our stage and cafeteria. We have three computer labs that are utilized daily. We have teachers who use the Classroom Performance Systems Clickers to better engage students in everyday learning. We are expecting to install a WIKI server, begin podcasting, and install interactive projectors in all of our rooms.

With the addition of new staff members, technology is being integrated more and more in our Professional Development neighborhoods! The use of Google docs to communicate with staff – the use of the district walkthrough form for administrators as well as new technology integration has been instrumental for our PD efforts.

We must insure that all staff members are comfortable with integrating the technology into the curriculum. We will utilize members of the Apple team as well as local teacher experts to make sure we are maximizing the technology in our buildings. We will integrate the technology and is uses slowly to select teachers and then spread the technology out among the building.

## **INSTRUCTIONAL INFORMATION**

### **Instructional Services Provided by the Justice Staff:**

84 minute (double block) daily mathematics block consisting of:

- 10 to 20 minutes of core mathematics review (whole group instruction with grade level material)
- 30 minutes of mathematics concepts or problem solving
- 5 to 10 minutes of mathematics facts
- 15 to 20 minutes of performance assessment

84 minute (double block) daily reading block consisting of:

- 30 minutes of core reading (whole group instruction with grade level text)

- 30-40 minutes of flexible group instruction, minimum of two groups per day (students are working at instructional level)
- 10-20 minutes directed use of word study and core vocabulary (application in content areas) incorporated through Writing Workshop and/or differentiated group sessions

## **Strategies for Customized Learning**

Beyond the daily language arts and mathematics blocks, at-risk students are provided:

- Effective and timely assistance for students not meeting academic achievement standards in English/Language Arts and mathematics
- Intervention groups focused on a research based model consisting of the following interventions:
  - My Sidewalks interventions (Reading Street component)
- Additional instruction for students in the areas of vocabulary, comprehension, and fluency
- Learning Lab Tier 2 and Tier 3 time consisting of remediation and maintenance for all students will be offered outside the 84 minute literacy block and/or 84 minute math block. Interventions may include:
  - Intervention Central
  - System 44
  - Read 180
  - Fast Math

## **PROFESSIONAL DEVELOPMENT**

Professional development is offered through off-site conferences, in-house training, and coaching and mentoring programs. Master and mentors teachers will be trained and will be collaborating with staff about ways to make classrooms more effective. Teachers are trained, become experts, and then present findings to the rest of the staff. Most professional development is corporation wide in order to streamline curriculum delivery throughout the elementary schools within the district. 2014 will be the fourth year of the TAP process.

- Staff development activities will be used to share new technology for the purpose of improving student achievement.
- Training sessions will provide support to our staff regarding technology resources for reading, writing, and math. Staff will be trained on interactive projectors, use of the WIKI server, and using and making pod casts.
- Web resources will be shared with teachers through the school website, places to go to find resources, and training for using technology in the classroom.
- Several teachers participated in six hours of Non-Violent Crisis Intervention training provided by the school district. We will continue to train staff with this student intervention.
- There will be continued training and collaboration with this process.
- TLT within the TAP professional development will continue to support Career teachers in Cluster (weekly professional development session)
- PBIS strategies employed by all adults in the building and supported by the building PBIS team.

- On site visits to similar intermediate schools have been scheduled to gather information about organization of the day and how other intermediate schools run. We will take the information from several sites and begin working to format what we want our school to look like.
- In responding to our TELL survey results in 2013-14 – Cluster in the 2014-15 will be self-selection based on *teacher need*. There will be two different cluster topics offered, teachers will select the topic that is most relevant to them for increased performance in the classroom.

## **TARGET AREAS FOR SCHOOL IMPROVEMENT**

The JIS schedule provides students with ninety minutes of uninterrupted literacy instruction. Embedded in this instruction is the use of leveled reading based on a consistent reading comprehension assessment system by Scholastic Reading Inventory. Reading levels will be determined and assessed multiple times during the school year. Once student's reading levels have been determined, teachers will provide instruction in vocabulary development, guided reading, written response to literature, and before, during and after reading strategies.

Justice Intermediate School put in place three sections of Read 180 during the 2013-14. Read 180 while showed improvement in SRI reading scores, in looking at ISTEP preliminarily, it did not translate to passing ELA ISTEP.

Justice Intermediate School has shown improvement from the Spring 2013 to Spring 2014 in Math – both cohort growth as well as percent passing.

JIS utilizes three different computer programs to assist with student learning. READ 180 is the most thoroughly researched and documented reading intervention program, proven to raise reading achievement for grades 4–12+. Approximately 20% of our student population currently utilizes this program.

System 44 is a foundational reading and phonics program designed for our most challenged, struggling readers in Grades 3–12+. Many of these students are demotivated and disenfranchised from school as the result of years of academic failure. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to “crack the code” and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge. System 44 is used primarily for special education students.

# MCS ISTEP+ Scorecard

Grade Level	<i>English / Language Arts</i>						<i>Mathematics</i>					
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
<b>3</b>	68%	67%	73%	69%	66%	<b>75%</b>	64%	65%	71%	69%	64%	<b>70%</b>
<b>4</b>	69%	73%	72%	66%	77%	<b>71%</b>	61%	63%	68%	64%	81%	<b>67%</b>
<b>5</b>	64%	63%	57%	59%	60%	<b>70%</b>	72%	75%	74%	68%	73%	<b>85%</b>
<b>6</b>	58%	68%	58%	55%	70%	<b>70%</b>	58%	69%	66%	60%	71%	<b>78%</b>
<b>7</b>	59%	62%	67%	60%	57%	<b>69%</b>	52%	58%	54%	70%	65%	<b>74%</b>
<b>8</b>	50%	63%	64%	65%	64%	<b>56%</b>	52%	61%	65%	56%	71%	<b>58%</b>

\* Grade 3 highlights based on grade level growth / decline

\* Grades 4 - 8 highlights based on previous year's cohort growth / decline

# Justice ISTEP+ Scorecard

Grade Level	<i>English / Language Arts</i>						<i>Mathematics</i>					
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
<b>4 (MCS)</b>			72%	66%	77%	71%			68%	64%	81%	67%
<b>5</b>			57%	59%	60%	<b>70%</b>			74%	68%	73%	<b>85%</b>
<b>6</b>	59%	71%	58%	55%	70%	<b>70%</b>	58%	68%	66%	60%	71%	<b>78%</b>
<b>7</b>	61%	66%					49%	61%				
<b>8</b>	52%	63%					53%	54%				

## MCS ISTEP+ Scorecard

Grade Level	<i>Both ELA and Math</i>						<i>Pass+ Percentages</i>							
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	<i>English / Language Arts</i>				<i>Mathematics</i>			
							Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2011	Spring 2012	Spring 2013	Spring 2014
3	53%	60%	64%	59%	56%	65%	10%	5%	4%	3%	24%	21%	13%	16%
4	53%	57%	60%	55%	72%	58%	10%	14%	14%	13%	17%	17%	26%	14%
5	57%	61%	52%	56%	55%	67%	6%	7%	11%	13%	15%	15%	27%	33%
6	46%	57%	49%	47%	63%	65%	16%	10%	13%	20%	15%	12%	17%	24%
7	43%	49%	50%	56%	48%	62%	12%	13%	10%	9%	16%	22%	14%	22%
8	40%	50%	54%	50%	58%	49%	7%	8%	10%	5%	12%	12%	21%	11%

\* Grade 3 highlights based on grade level growth / decline

\* Grades 4 - 8 highlights based on previous year's cohort growth / decline

## Justice ISTEP+ Scorecard

Grade Level	<i>Both ELA and Math</i>						<i>Pass+ Percentages</i>							
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	<i>English / Language Arts</i>				<i>Mathematics</i>			
							Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2011	Spring 2012	Spring 2013	Spring 2014
5			52%	56%	55%	67%	6%	7%	11%	12%	15%	15%	27%	32%
6	46%	59%	49%	47%	63%	65%	16%	10%	13%	19%	15%	12%	17%	23%
7	43%	52%												
8	43%	46%												

\* Grades 5 - 6 highlights based on previous year's cohort growth / decline

## OVERVIEW OF THE ACTION PLAN FOR SCHOOL WIDE REFORM



### Justice Thurgood Marshall Intermediate School Action Plan

#### Justice School Goals:

***ELA ISTEP+ Pass percentage in Grade 6 from 70% to at or above 75%.***

***ELA ISTEP+ Pass+ percentage in Grade 6 from 12% to at or above 15%.***

***ELA ISTEP+ Did Not Pass percentage in Grade 6 will not surpass to 25%.***

***ELA ISTEP+ Pass percentage in Grade 5 from 71% to at or above 75%.***

***ELA ISTEP+ Pass+ percentage in Grade 5 from 13% to at or above 15%.***

***ELA ISTEP+ Did Not Pass percentage in Grade 5 will not surpass 25%.***

## Strategic Action Plan

**Goal 1:** In 2014-2015, the percentage of students passing the English/Language Arts portion of the ISTEP+ test listed on the school performance summary will increase by 4% from the 2013-2014 passing percentage for 5<sup>th</sup> grade and increase by 5% for 6<sup>th</sup> grade.

**Profile Data:** ISTEP+, Acuity, SRI

**Intervention:** All students will show an increase in reading comprehension abilities by engaging in a daily 84 minute literacy which includes small group instruction, literacy circles, and vocabulary/word work. Students falling below proficiency will receive an additional block of reading intervention using scientifically research-based reading interventions.

Strategy	Persons Accountable	Timeline	Resources	Professional Development
<p><b>1. Teachers will engage students in reading at their instructional level each day, with explicit instruction in strategies to increase comprehension.</b></p> <p><b>2. Title I Academic Interventionist will provide additional 1:1 and small group intervention in comprehension skills for those students identified as being most at risk as determined during monthly Rtl meetings.</b></p> <p><b>3. Special Needs Resource teachers will provide additional 1:1 and small group support in reading instruction as outlined in a student's IEP.</b></p> <p><b>4. Teachers will routinely monitor and assess the reading levels and progress of</b></p>	<p>Classroom teacher</p> <p>Resource Teacher</p> <p>Academic specialists</p> <p>Educational Assistants</p> <p>Master teachers</p> <p>Mentor teachers</p> <p>Principals</p> <p>Teachers</p>	<p>2014-2015</p>	<p><b><u>Strategy #1</u></b> Reading Street-core reading program</p> <p>Acuity Instructional Resources</p> <p>Learning Connection</p> <p><b><u>Strategy #2</u></b> System 44</p> <p>Read 180</p> <p>Intervention Central</p> <p><b><u>Strategy #3</u></b> System 44</p> <p>Read 180</p> <p>Teachtown</p> <p><b><u>Strategy #4</u></b> Easy CBM</p> <p>IRI</p>	<p><b><u>Strategy #1</u></b> Literacy Stations-84 Minute Reading Block-Smekens</p> <p>Content Integration in 84 Minute Reading Block – Smekens</p> <p>Regular TAP meetings focusing on best practices in teaching comprehension, and data analysis, led by coach, Master/Mentor Teachers</p> <p>Regular grade level collaboration focusing on best practices in teaching comprehension, and data analysis, led by coach, Master /Mentor teachers.</p> <p>Modeling and team teaching by Master/Mentor teachers.</p> <p>District Curriculum Mapping</p> <p>District Rtl</p>

<b>individual students, using Easy CBM, Acuity Instructional Resources, and IRI</b>				
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## Justice Thurgood Marshall School Action Plan

### Justice Thurgood Marshall School Goals:

***Math ISTEP+ Pass percentage in Grade 6 from 85% to at or above 85%.  
IMath ISTEP+ Pass+ percentage in Grade 6 from 32% to at or above 35%.  
Math ISTEP+ Did Not Pass percentage in Grade 6 will not surpass 15%.***

***Math ISTEP+ Pass percentage in Grade 5 from 67% to at or above 70%.  
Math ISTEP+ Pass+ percentage in Grade 5 from 14% to at or above 15%.  
Math ISTEP+ Did Not Pass percentage in Grade 5 will not surpass 30%.***

## Strategic Action Plan

<b>Goal 2:</b> In 2014-2015, the percentage of students passing the mathematics portion of the ISTEP+ test listed on the school performance summary will increase by 3% from the 2013-2014 passing percentage for 5 <sup>th</sup> grade and remain consistent for 6 <sup>th</sup> grade.				
<b>Profile Data:</b> ISTEP+, Acuity				
<b>Intervention:</b> Teachers will provide 84 minutes daily of math instruction with a focus on developing problem solving strategies. Students falling below proficiency will receive an additional block of math intervention using scientifically research-based math interventions.				
<b>Strategy</b>	<b>Persons Accountable</b>	<b>Timeline</b>	<b>Resources</b>	<b>Professional Development</b>
<p><b>1. Teachers will provide daily explicit instruction with the focus being on IDOE learning targets at each grade level.</b></p> <p><b>2. Title I Academic Specialists will provide additional 1:1 and small group intervention in math skills for those students identified as being most at risk for failure, as determined by Rtl monthly meeting.</b></p> <p><b>3. Special Needs Resource teachers will provide additional 1:1 and small group support in math instruction as outlined in a student's IEP.</b></p> <p><b>4. Teachers will use Success to differentiate math instruction by ability grouping students during this planned time</b></p>	<p>Classroom teacher</p> <p>Resource Teacher</p> <p>Academic specialists</p> <p>Educational Assistants</p> <p>Master/Mentor teachers</p> <p>Principals</p>	2014 – 2015	<p>Math in Focus</p> <p>Fast Math</p> <p>Intervention Central</p> <p>ALEKS</p> <p>iPads</p>	<p>Regular meetings focusing on best practices in teaching math concepts, and data analysis, led by coach, Master/Mentor Teachers</p> <p>Modeling and team teaching by Master/ Mentor teachers</p> <p>District Curriculum Mapping</p> <p>District Rtl</p> <p>Pre-post test skill data</p>

<b>5. Teachers will use technology to support math instruction.</b>	Technology Support Specialist		Computer labs Dual Boards	Technology Support Specialist will provide job embedded training
<b>6. Teachers will plan and implement 1 family night each semester focusing on math.</b>	Teacher/ Principal  Parent Coordinator  Master/Mentor teachers	2014-2015	Resources to give to parents for use at home (manipulatives, DVD's, games, door prizes, etc)	

## **Parental and Community Involvement Strategies**

In order for the students to be successful, we encourage every parent or guardian to be an active participant in our school. We offer many opportunities to share one's skills and knowledge with the school. The staff fully recognizes that the parent is the most important person in the life of a child. Parents are involved by volunteering in the classroom, through PTO activities and events, attending study trips, and through various committees including the SIP Committee.

Justice Intermediate offers every parent, availability to his/her student's performance in the classroom through the use of a Parent Portal within our PowerSchool system. This portal allows parents to check a student's academic progress any time during the school year.

Parents are also polled at the beginning of each year in order to gather information about problems and solutions to improve the culture and climate of our school.

The 2013-14 school year had a resurgence of a PTO group. Regular meetings were held. The team was put together by one of our teachers' who is currently working on her Masters. A regular group of parents met to raise money for our school as well as support our teachers throughout the year.

Parents are kept current through the bi-weekly release of a school newsletter.

Parent participation in the student education at Justice Intermediate is fair. The fair parent involvement and support is a result of a lack of effort to bring parents into our school and a lack of importance of education in our community. Currently, we utilize four strategies to peek parent interest in students and student activities at Justice.

- Twitter – a Twitter account is updated regularly that can be accessed by anyone interested in important dates and activities at JIS.
- Classroom Volunteers – we have a small number of parents who volunteer to work with students in small group settings within our classrooms.
- Parent Portal – parents can track student progress through our online grading system. The system is updated regularly by student's individual teachers.
- Facebook page – established to post events happening at JIS.
- New resolve in creating and maintaining an active PTO.

New strategies to increase parent involvement are being created. We understand that it is our job to create meaningful opportunities for parents to be at the school. We also know that parents come to school to see students perform. We have begun to implement this philosophy during the school day through student reports. Bridge building contest, multiple opportunities of student performance in the arts and other activities brought many parents into our building. Other activities that will help parents understand their importance in their student's education as well as help them with strategies for helping their student at home include:

- Language Arts Nights – evening activities that students can showcase what they are learning while developing comprehension and reading strategies alongside their parents.
- Math Nights – evening activities that students can showcase what they are learning while developing problem solving skills.
- Technology Showcases – day and night activities that allow students to showcase the technology available in our school. This will allow students to show what they are working on and instruct parents on how to use the technology available.

- Performing Arts – resurgence of our band program with the quality hiring of new music teacher.

We have also begun after school clubs. Some of these clubs are tutoring based. Others are show based. Our band, choir, and drama clubs will all culminate with performances. Each of these performances will showcase student achievement in different genres of their educational experience at Justice Intermediate School.

Parent input is utilized in decision making within our school. Currently, parents serve on three committees.

- Discipline Committee – this committee includes district officials, school officials, and two parents from our school community. They are tasked with reviewing and narrowing the focus of discipline within our school. They will be asked to develop or change guidelines for disciplining students in our school to better impact student behavior and academic success.
- Textbook Adoption – we have two separate textbook adoption committees. JIS has a parent that serves on each committee. These parents will be asked to assist in finding a textbook that matches our curriculum and best fits the learning of our students.
- School Improvement Plan – parents on this committee review the SIP/SWP to offer suggestions, from a community perspective that will impact culture, climate, and academic achievement.

Parent / Family Engagement Strategies				
Strategy	Persons Accountable	Timeline	Resources	Professional Development
<p><b>Teachers and building staff will provide multiple opportunities to view ISTEP+ results for their child, with a focus on those who haven't passed ISTEP+.</b></p> <ul style="list-style-type: none"> <li>• Parent's night at the public library using internet access to teach parents how to access their students ISTEP+ scores</li> <li>• During family events, the computer lab will be open with certified staff who can instruct parent's to view their student's ISTEP+ scores</li> <li>• Computer Specialist will have specific times set aside in the computer lab, on a regular basis, for parents to come in and view assessment results</li> <li>• During summer enrollment times, the computer lab will be open for parents to view ISTEP+ results</li> <li>• Since we have a high percentage of parent attendance during the end of the year celebrations (field day, etc.) the parents will be given</li> </ul>	<p>Classroom Teachers</p> <p>Principals</p> <p>Master/Mentor Teachers</p> <p>Social Worker</p> <p>Counselor</p> <p>Behavior Specialist</p> <p>Parents</p> <p>Parent Involvement Coordinator</p> <p>Technology Support Specialist</p> <p>Community Partners</p>	<p>2014 – 2015</p>	<p>Computer lab with internet access</p> <p>ISTEP+ results</p>	<p>All staff training to be able to assist parents with accessing their students ISTEP+ scores. Professional development for teachers grades 3 &amp; 4 focused on how to conduct Test Talks.</p>

<p>times to go to the computer lab and view student ISTEP+ scores.</p> <ul style="list-style-type: none"> <li>Teachers (grades 3 and 4) conduct ISTEP+ test talks in the spring for all students</li> </ul>				
<p><b>Parents will have access to family resource room to support their child's education.</b></p>	<p>Teachers Parents Parent Involvement Coordinator</p>	<p>2014-2015</p>	<p>Computers Research based books to check out Manipulatives to check out for home use Instructional DVDs</p>	<p>Staff will collaborate on resources that are made available through this Resource room</p> <p>Teachers will preview resources prior to checking out to parents</p>

## **Highly Qualified Teachers / Paraprofessionals**

Teachers at Justice Intermediate are all classified as “Highly Qualified” by the State of Indiana based on:

- Housse 2006
- Praxis Testing
- Licensure
- Higher Education Credit Hours

### **Teacher Evaluation**

In the fall of 2011, Marion Community Schools implemented TAP as the evaluation form that will be used to evaluate all certified staff. We continue to use the TAP program for ongoing professional development and teacher evaluation. We use the evaluation rubric established by TAP to help teachers build capacity and set personal goals. Student growth data will be included in the evaluation during the 2014-2015 school year for all certified Justice teachers.

### **Strategies to Attract Highly Qualified Teachers**

Marion Community Schools possesses a systematic, effective hiring process for new employees, especially those looking towards jobs that have direct impact on students and the instruction of our students. The process begins with the identification of a need, at which point if the job currently exists, the job is then posted both for internal and external candidates to have access. If the position does not exist, a step-by-step process of creating a job description, approval of the description and position, and subsequent approval for funding is delineated. Once posted, the candidates applying are encouraged to use our on-line application center. Within this part of the process, candidates must complete the process in its entirety, including basic personal information, answering questions specific to the position, providing evidence to their qualifications, training, and education, with final attachments of resumes and letters of reference. Upon the deadline for application, personnel at the building or district level tasked with the hiring of the specific job look at the database for candidates that adhere to the postings qualifications. Once candidates are called, with interviews scheduled, candidates then interview. Within that interview process at Justice, candidates go through an intensive multi-question interview process, with all answers being scored on a rubric. Final call backs for second and subsequent interviews are based on the final rubric score. Once a candidate is selected at the building level, that candidate is then moved to the Superintendent’s interview for final approval or denial. If approval is not granted, the process then resets. Once final approval is reached, the candidate’s paperwork, including the Expanded Criminal History Check, is completed at the building level and sent to our Human Resources Department to be further totaled and presented to the Marion Community Schools’ Board for final approval. Absolutely no candidate begins work until the process is completed in entirety.

Our school has a unique opportunity to attract highly qualified candidates. Because we share the city with IWU, we have prospective teachers in and out of our building constantly. The university also offers one of the top rated M.Ed. programs in the state. Justice has had many Indiana Wesleyan and Taylor education majors work with students. Those university students have seen the great working environment at the school. It is hopeful that some will remain in the Marion area to work here at Justice. The 8 Step Process is yet another strong incentive to entice highly qualified staff to come to

Justice. The upcoming T.A.P. program will also be an incentive to work at Justice because of the opportunity for personal growth. For teachers, we offer a number of opportunities that few other schools in the State of Indiana have.

- TAP – Teacher incentive pay
- Technology – We have integrated Apple iPads into our classrooms. The nearly 150 iPads are available for student use

### **School Transition**

Students who are entering JIS as fifth graders will have two opportunities to visit the school prior to beginning classes. Students will visit during the day. Students will have an evening visit time. When students visit during the day they will meet with office and administrative staff. They will attend a guided tour of the building and be able to peek in on classrooms. Students will also be able to tour the building after hours. The building will be open one evening so that parents and students have the opportunity to ask questions, tour the building, and become more comfortable with the new surroundings prior to attending.

Students completing grade 6 and moving on to the middle school will have multiple opportunities to familiarize themselves with the middle school. The principal of the middle school will talk to all grade 6 students prior to the end of their sixth grade year. The principal will share expectations and answer questions about scheduling and the school day. The students will then have the opportunity to attend an open house at the middle school. Staff will be available to help students navigate the building and answer questions in order to better prepare them for their first day.

### **Integration of Federal, State, and Local Funds**

At this time, none of the individual schools within Marion Community Schools consolidate federal, state, and local funding sources although both the district and this school acknowledge the right to do so. Instead a number of federal, state, and local funds are coordinated to supplement and support the educational programming of the school. This includes the following funding sources: Title I, Title II, IDEA, general funds, and the Teacher Incentive Fund.

### **Technical Assistance Responsibilities of the LEA and SEA**

The LEA provides technical assistance through the review of the Title I budget and by coordinating our SES providers.

Technical assistance is provided regularly by principal, academic coaches, and board appointed consultants. Technical assistance staff will review ISTEP+ trends overall for the students at Justice and specifically target the sub-groups that have not met AYP.

Marion Community Schools is responsible for assisting the school in: analyzing data (identify what data, when data is analyzed, and how data is analyzed), identifying and implementing strategies in English Language Arts and/or Mathematics (identify when and how), and analyzing the school's budget to support school improvement efforts.

The School Support Team, funded by Indiana Department of Education, is responsible for assisting the school in, (1) conducting a review of the school's operation by reviewing school records and

conducting a site visit, (2) reviewing previous and/or current plans and providing feedback, (3) ensuring the improvement plan incorporates the requirements under NCLB school improvement plans and school wide plans (if appropriate), (4) assist in developing recommendations for improving student performance and identifying potential resources as appropriate, (5) collaborating with school staff in designing, implementing, and monitoring the improvement plan, and (6) providing feedback at least twice a year on the effectiveness of the support.

**School Information**

**School Name: Justice Thurgood Marshall Intermediate School**

**County/Corp/School# Grant County / Marion Community Schools / 2350**

**Address: 720 North Miller Avenue  
(Street, P.O. Box)**

**Marion, Indiana 46952  
(City, State, Zip)**

**Phone: (765) 664-0507**

**Fax: (765) 651-2086**

**Name of Principal (Include Title): Mrs. Melissa Richards**

**Principal's e-mail address: [mrichards@marion.k12.in.us](mailto:mrichards@marion.k12.in.us)**

**Grade levels included in school: Fifth and Sixth Grades**

# Appendices

## Marion Community Schools

*Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.*

### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child to be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and share how the school - parent compact is being implemented.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Attend as many parent workshops as possible.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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**Student**

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**Teacher**

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**Parent/Guardian**

# **Marion Community Schools District Title I Parent Involvement**

## **Local Education Agency Policy**

- ❖ Marion Community School Corporation intends to follow the parental policy guidelines in accordance to the No Child Left Behind Act of 2001 as listed below.
- ❖ Marion Community Schools will distribute this policy to parents of students participating in the Title I program.

## **Policy Guidelines**

- 1) Marion Community Schools will provide technical assistance and support to schools in planning and implementing effective parent involvement activities.
  - a) Host annual parent informational meetings.
  - b) Publicize and disseminate the AYP results.
- 2) Marion Community Schools will coordinate Title I parent involvement activities with other agency parental involvement activities that encourage and support parents to participate more fully in the education of their children.
  - a) Head Start
  - b) Enrichment Opportunities
- 3) Marion Community Schools will build the schools' and parents' capacity for parent involvement as described in Section 1118I of the NCLB Act of 2001 as follows:
  - a) The schools district and Title I schools will work together to provide assistance to parents in understanding the following:
    - i) Their school's accreditation and AYP benchmarks
    - ii) State and local academic assessments
    - iii) Their school's School Improvement Plan
    - iv) The requirements of Title I Part A
    - v) How to monitor their child's progress and work with educators to improve the achievement of their child
  - b) The school district will also provide materials and training , as appropriate, to help foster parental involvement by:
    - i) Holding Family Literacy and Math Nights.
    - ii) Making materials and other resources available in the Family Resource Room.

- 4) Marion Community Schools, with assistance of its Title I schools, in an effort to reach out, communicate, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the school, will put in place the following:
  - a) Value and utilize the contributions made by parents.
  - b) Provide professional development for teachers focusing on parent involvement.
  - c) Research successful models of parent involvement.
  - d) Support parents in more fully participating in the education of their child by:
    - i) Scheduling activities at various times during the day or evening
    - ii) Communicate in a language or manner that is understandable to all parents
- 5) Marion Community Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities will be received and understood by all parents:
  - a) Parents will receive notice of meetings and programs in a timely manner.
  - b) Information will be provided in a language or manner that is understandable to all parents.
  - c) Information will be provided in a variety of ways; public meetings, district web sites, school news letters, and in parent/teacher conferences.
- 6) Marion Community Schools, to the extent feasible and appropriate, will provide support for parental activities as parents may request.
- 7) Marion Community Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve academic achievement by:
  - a) Offering family nights.
  - b) Providing access to parent resource centers.
- 8) Marion Community Schools will take the following actions to involve parents in the joint development of the Title I Plan under section 1112 (ESEA Application):
  - a) All notices and information will be in an understandable and uniform format and in a language that parents can understand.
  - b) Invite parents to attend the Title I Program Annual Meeting.
  - c) Provide an overview of the school's Title I program.
  - d) Have a parent representative on the Title I Advisory Committee.
- 9) Marion Community Schools will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy by:
  - a) Conducting an annual parent survey in order to determine parent needs.
  - b) Offering the annual survey in both English and Spanish.
  - c) Providing parents with a summary of how Title I funds were spent.
- 10) Marion Community Schools will use the evaluation findings to design strategies for school improvement and to revise, if necessary (with involvement of parents) its parental involvement policies. Marion Community Schools will also be responsible for setting meeting dates, locations, and agendas. The role of the parent will be as an active participant in the decision making process.

- 11) Marion Community Schools will take the following actions to involve parents in the process of school review and improvement under Section 1116 of NCLB:
- a) Give prompt notice of meetings.
  - b) Give parents an opportunity to make comments before any action takes place.
  - c) Give parents an opportunity to participate in the development of such plans.

## Highly Qualified Teachers in All Core Content Class Areas

<b>Teacher</b>	<b>Grade Level</b>	<b>Years of Experience</b>	<b>HQ Status</b>
Ann Lewis	Grade 5 Language Arts	25	Housse 2006
Amy Rayment	Grade 5 Language Arts	2	Housse 2006
Leeann Peters	Grade 5 Language Arts	31	Housse 2006
Deborah Butts	Grade 5 Math	36	Housse 2006
Becky Fenwick	Grade 5 Math	3	Housse 2006
Cara Oliver	Grade 5 Math	24	Housse 2006
Katelyn Riley	Grade 5 Math	2	Praxis II
Jonathan Stephey	Grade 5 Science	9	Praxis II
Mary Miller	Grade 5 Science	1	Praxis II
Mary Pat Fuller	Grade 5 Social Studies	16	Housse 2006
Lorie Layman	Grade 5 Social Studies	18	Housse 2006
Laurie Kocher	Grade 6 Language Arts	37	Housse 2006
Taryn Masiongale	Grade 6 Language Arts	5	Praxis II
Deborah Seeler	Grade 6 Language Arts	29	Housse 2006
Klara Howard	Grade 6 Language Arts	1	Praxis II
Diana Gough	Grade 6 Math	20	Housse 2006
Jessica Walker	Grade 6 Math	2	Praxis II
Vicki Lindsay	Grade 6 Math	14	Housse 2006
Matt Stout	Grade 6 Math	20	Housse 2006
Tony Porter	Grade 6 Science	2	Praxis II
Karen Harvey	Grade 6 Science	26	Housse 2006
Robyn Schamber	Grade 6 Social Studies	22	Housse 2006
Cheryl Shoup	Grade 6 Social Studies	12	Housse 2006
Erin Foster	Master Teacher	3	Praxis II
Aimee Williams	Master Teacher	7	Praxis II