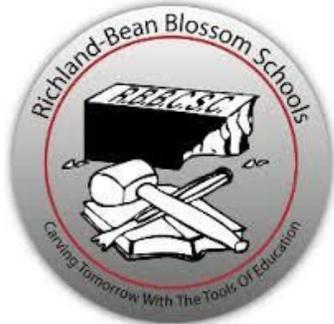# Continuous School Improvement Plan
2015-2016-2017

Edgewood Intermediate School

Richland-Bean Blossom Community School Corporation

Living, Learning, and Leading *TOGETHER*

Jennifer Lee, Principal
Dr. Mike Wilcox, Superintendent
Dana Kerr, School Board President

TABLE OF CONTENTS

CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	Signature
Jennifer Lee	Principal	
Michael Riggleman	Assistant Principal	
Susan DeMoss	Fifth Grade Teacher, Co-Chair	
Rebecca Pittman	Title 1 Coordinator, Co-Chair	
Kimberly Crawford	Fifth Grade Teacher	
Lori Leichter	Fourth Grade Teacher	
Lynn Uhls	Fifth Grade Teacher	

I.	**INTRODUCTION**

A. Narrative description of the school, the community, and the educational programs

Students in Richland Township attend Edgewood Primary School (E.P.S.) for kindergarten through second grade and Edgewood Intermediate School (E.I.S.) for grades three through five. Edgewood Intermediate School is part of a fully integrated campus that services approximately 550 students in grades 3-5 in twenty-four classrooms, a music room, an art room, three computer labs, library, gymnasium, and cafeteria. Edgewood Intermediate School has an active Partner in Education (PIE) team which coordinates community and family involvement programs at the school. Examples include Guys Night Out, Girls Night Out, Math/Science Night and an annual spring transition to third grade evening for upcoming second grade families. The team also assists with the Parent to Parent newsletter and Book Swap. The PIE team incorporated Parent Involvement Activities in the fall and spring to welcome parents into the building for them to work alongside students in the classroom. Edgewood Intermediate has several annual community outreach programs which are highlighted by Ellettsville's local paper, *The Journal*. This periodical publicizes the events occurring within Edgewood Intermediate School such as raising money for Riley Children's Hospital, helping the local animal shelter, and our annual Color Run. Edgewood Intermediate strives to teach its students compassion and caring within their educational journey.

B. Description and location of curriculum

EIS faculty uses a research-based instructional design system to create and implement each grade level's curriculum based on Indiana College and Career Readiness Standards. Curriculum is regularly evaluated by the faculty to ensure students meet learning goals. Curriculum is housed in Google Drive where all faculty may access multiple resources.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+

In addition to ISTEP+, Edgewood Intermediate School uses AIMSweb to benchmark all students three times per year: fall, winter and spring. The benchmark assessments given include R-CBM (reading fluency); M-COMP (math computation); and M-CAP (math concepts and applications). Data from these assessments is used to select students to receive Title I services and to differentiate instruction at each grade level. Acuity Predictive was also administered three times per year in the areas of English/language arts and math. Results from these assessments indicated student strengths and weaknesses and helped drive instruction across grade levels. Beginning in the 2015-2016 school year, Edgewood Intermediate School will no longer

use Acuity Predictive, but will move to the PIVOT Inspect assessment four times per year. This formative assessment tool will also assess English/language arts and math.

In the 2014-15 school year, all grade levels began the process of creating a meaningful, rich curriculum including common formative assessments. These assessments were designed to determine mastery of essential standards (identified in English/language arts and math in each grade level) and identify students in need of remediation or enrichment.

II. STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS

A. School Vision

Living, learning and leading together to achieve 90, 90, 90.

B. School Mission

Edgewood Intermediate School strives to be a dynamic, caring, safe, and engaging environment that respects all people and dedicated to the pursuit of lifelong learning.

We believe…

…every student has the ability to learn and should receive equal yet diverse learning experiences.

…students benefit from a positive sense of self-worth.

…all students need guidelines and consequences to learn self-control, self-discipline, as well as respect for themselves and others.

…students learn best when they and their families are actively involved in the learning process.

…students should acquire the life skills to work cooperatively and be accountable for their actions in becoming productive citizens.

…students need to value life-long learning.

C. School's Collective Commitments and Norms

Time: We will be on time for meetings which contain a start (8:05 a.m.) and end (8:45 a.m.) time.

Listening: We will be active listeners of individuals during meetings, avoiding side-bar conversations.

Confidentiality: We will hold all conversations and decisions in confidence regarding students and families throughout the building.

Decision Making: Decisions will be reached by consensus when appropriate.

Participation: We will be actively engaged in all activities and/or conversations.

Expectations/Professionalism: We expect all members to be present, stay positive, and be open to new ideas.

III.	COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT

A. Conclusions about the current educational programming

a. Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

In May/June 2014, the new Indiana Academic Standards for College and Career Readiness were announced and shared with all instructional faculty. In addition, a CCR guidance document was created by the curriculum office and shared with all faculty. This document includes the ELA and math standards, specific ELA and math standard correlation and vertical articulation guides, as well as other resources to communicate the shift in standards for the 2014-2015 school year. This document has been updated frequently to reflect the changes in the IDOE website and standards-based resources provided by the IDOE.

Each grade level at Edgewood Intermediate School has met collaboratively on multiple occasions to develop a rich and rigorous curriculum which reflects the Indiana College and Career Readiness Standards. Essential standards have been identified at each grade level for English/language arts and math following the ISTEP+ assessment guidance provided by the Indiana Department of Education.

   b. *Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards.*

<u>Art</u>

The art curriculum at Edgewood Intermediate School offers students in grades 3-5 a wide variety of experiences which approach art with a wide spectrum of understanding. The curriculum is aligned with Indiana College and Career Readiness Standards for the Visual Arts. Students are given opportunities to be active participants in the learning process through weekly discussions, projects, and discovery. All classes meet 50 minutes once a week and an additional 40 minutes weekly within one nine week period, during which the curriculum focuses on integrating art and technology.

<u>Health</u>

Health is provided to all students at Edgewood Intermediate School through the science and physical education curricula. Students are provided with health-related field trips such as swimming and bowling. HIV and AIDS information is provided through the school nurse at a point during the school year. Sex education information is provided to all 5th graders with parent consent. We follow the Wellness Plan which teaches students about healthy food choices. A walking path, which was provided by the EIS Parent/Teacher Organization is available to all students during recess.

<u>Physical Education</u>

Students attend physical education classes once a week for 50 minutes during the course of the school year. They are given an extra 40 minutes per week during one nine week period. Students learn loco-motor skills, stability skills, and

participate in organized physical activity. The program offers students a strong awareness of character education and the positive attitude approach to competition. The program also instructs students on the awareness of good physical fitness for a lifetime of better health.

<u>Language Arts</u>

Instructional strategies are rooted in research-based methods and multiple intelligences. Edgewood Intermediate School has completed its 14th year of integrating the CLASS model into its curriculum, climate and community. Based upon each grade level's curriculum, novel studies are integrated into daily lessons. Each grade level infuses the Scott Foresman Reading Street textbook series as an instructional resource. All students are actively engaged with daily self-selected reading. Language arts is the foundation and is incorporated across all content areas.

<u>Math</u>

As in language arts, instructional strategies in math are rooted in research-based methods and multiple intelligences. Each grade level has an established process for math fact mastery and automaticity. Teachers constantly seek out resources to match the needs of their students to aid in the attainment of essential standards.

<u>Music</u>

Music instruction includes a wide variety of student interaction. Students are provided many hands-on experiences with instruments, group and individual singing and performance opportunity. Students in grades three through five have an annual music program for their parents and friends. All students are actively engaged in these programs. The class meets once a week for 50 minutes. During the regular course of the year, students are given an extra 40 minute music class tied to technology integration once weekly during a nine week grading period.

<u>Science</u>

The curriculum incorporates and aligns with current state standards. The curriculum further expands the instruction through classroom discussion and lends itself to inquiry-based instruction. Fourth grade students use a weekly newspaper called "Science Studies Weekly" which is also tied to the state standards. Edgewood Intermediate School has a science project room dedicated for science instruction and hands-on engagement. There is a wide variety of science

equipment that was purchased through a grant awarded by Boston Scientific. Classes also participate in study trips and students complete research projects for an annual Science Fair held each spring at the school.

Social Studies

The social studies curriculum includes standards focusing on geography, community, state and country history, as well as economics from a historical perspective . At the various grade levels, students are actively engaged in learning about the history of their community and/or country. The entire school incorporates current events within their programs. Students are exposed during the school year to career opportunities, study trips and guest speakers within the school setting.

   c. *Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards.*

Beginning in June 2014, grade-level and course teams began meeting to develop an understanding of the instructional shifts associated with the new standards and to assist in the identification of essential standards and the subsequent development of curriculum maps aligned with the new standards. Throughout the course of the fall 2014 semester, grade-level and content teams met on a monthly basis to continue their development of their instructional units of study and assessments informing student progress and proficiency toward the standards-based critical content standards. The curriculum maps reflect the units of study developed through the grade-level/content PLCs and reflect the instructional shifts associated with the new CCR standards. As part of the unit development process, special education and high ability teachers have been included to help develop a reflective approach to unit development and delivery for students with diverse learning needs. Grade level content area teams continue to meet and refine their common units of study.

Throughout the process of teaching the standards, student achievement is assessed with common formative assessments, which are designed to identify mastery/partial/non-mastery of Indiana College and Career Readiness Standards. Upon identifying the students' strengths and weaknesses, EIS has designated "What I Need" (WIN) time built into our school day to enrich and remediate these students in the identified areas.

EIS has a well-embedded RTI (Response to Instruction) process in place. The staff is trained in understanding the Tier Model. The Title One staff works to meet Tier 2 students' academic needs. They also work with teachers to support the

Tier 2 students and monitor their progress. Moreover, our school psychologist consistently works with the staff to support Tier 3 students who need additional interventions. The emphasis on Tier 2 and Tier 3 students is considerable and gains are being made. Teachers effectively use formative and summative assessments to monitor achievement of all students and and make adjustments to the curriculum.

d. Parental participation in the school

Parental participation in Edgewood Intermediate School is encouraged and valued. Parents actively participate in the school's Partners in Education (PIE) Team. Our parents also support our school through the Parent/Teacher Organization, grade level programs, and school activities such as Girls Night Out, Guys Night Out, and Math/Science Night. Parents are welcomed to attend monthly School Board meetings, where an opportunity is provided for visitor comments. Parent/Teacher conferences are built into the school day for parents and teachers to collaborate and define needs for student learning. Parent volunteers provide assistance in a variety of ways at Edgewood Intermediate. Parents participate in one-on-one instruction, small group instruction, and group projects, based on the classroom need. They are encouraged to participate in study trips and be involved with career awareness annually at our school.

e. Technology as a learning tool

Edgewood Intermediate School has an ever-changing technology program for students at this age. We presently have three computer labs with 30 computers in each. Each classroom has an LCD projector mounted to the ceiling and a document camera. The classrooms are equipped with a wall-mounted television and DVD/VCR. The media center is equipped to provide teachers easy access to multiple forms of technology. The center is equipped with ten computers, a large projector screen and LCD projector. There are several digital cameras and movie video cameras that are available for check out by staff. Each lab also contains an LCD projector and screen. Edgewood Intermediate School is connected to the Internet which provides our students with unlimited capabilities to expand their knowledge. All staff members are provided with a laptop and an iPad for support and there are three desktop computers in each classroom for student use. We have printers in all workrooms as well as the media center, office, and computer labs. Students are involved daily with our Eagle Eye News broadcast to share school news and events.

At Edgewood Intermediate School, classes are scheduled for weekly times in the computer labs. During the course of the school year, students utilize Word, Excel, and PowerPoint to publish information they have learned or experienced.

Students produce narratives, stories, and research articles using the technology available. Teachers have assisted students in carrying out guided internet searches and using websites to gain information.

EIS consistently updates its web page and links to pertinent information. A monthly newsletter and calendar of events is put online as well. The use of technology is prevalent not only in the classrooms, but in the school office, nurse clinic, cafeteria, transportation, maintenance department, central office and district school connection between schools. Teachers use the Google platform, Microsoft Word, Harmony grade book, e-mail, Accelerated Reader, electronic report cards, and various curriculum software programs. Many teachers compose weekly newsletters, and e-mail is used for correspondence with parents and other professionals.

f. Technology Professional Development Strategies/Support

Edgewood Intermediate School has been provided with one Computer Support Person (CSP). This person acts as an in-house liaison providing support in conjunction with Five-Star Technologies. All teachers are offered professional development trainings with a Five-Star technology integration specialist on a regular basis. These trainings are focused on developing the skills necessary for the staff to fully implement the latest programs and technology available. A needs-assessment is completed periodically to make any adjustments to the scheduled trainings.

g. Safe and disciplined learning environment

The Safe Schools Policy states that the Crisis Response Team is to provide a program that utilizes expertise from various agencies/members of the community to deal with student school crises. These agencies/members include school administration, school guidance personnel, school nurses, student assistance program, teachers, fire department, police department, mental/physical health personnel, and Monroe County Emergency Management personnel. This model recognizes the need for support to all members of the school family (staff, students, parents, and administrators) in times of crises and supports prevention efforts.

Richland-Bean Blossom School Corporation has a district-wide emergency plan that is maintained at each school within the system. The plan is updated and reviewed by each staff member at the beginning of the school year. Each classroom is equipped with a flip-chart for quick and readily accessible information in regards to specific emergencies and guidelines to follow. The school corporation has a safety specialist and committees that meet with local police, fire, and emergency personnel to get updates and additional information, if necessary, each year.

The EIS office is equipped with the Crisis Handbook and guidelines to follow. Emergency drills are conducted as set by the state guidelines. Every classroom and work area has fire and tornado evacuation maps posted. Each staff workroom and the nurse's office are equipped with an emergency kit.

Mr. Riggleman, Assistant Principal at EIS, is the trained School Safety Specialist at EIS. A Safe School Committee is formed yearly and a building Crisis Coordinator (principal or designee) and an alternate are appointed and trained. The School Safety Plan follows the Crisis Response Team model which emphasizes an approach to dealing with crisis through prevention, intervention, and follow-up. Personnel are trained in specialized crisis intervention techniques. A non-violent crisis intervention team is trained, certified and available daily at Edgewood Intermediate School. This team is trained to assist when a student's behavior threatens his/her own safety or the safety of others. For the safety of all students, staff supervises parking lots, hallways, playgrounds, and cafeteria when students arrive, during breakfast and lunch periods, and at dismissal.

In the event of a crisis situation within the school, the Safe School Committee will take appropriate action. The Superintendent will serve as the liaison between the school district and community agencies and will contact the agencies as needed.

The CLASS (Connected Learning Assures Successful Students) program, implemented at EIS, includes character education that helps promote an environment of respect. Each month, CLASS lifelines are discussed school-wide. Episodes of the *Full House* television series are shown and discussed in classrooms through community circles and follow-up questions. Edgewood Intermediate School follows the mandates and expectations set out by the Indiana Anti-Bullying Law.

      h. Professional Development

Due to the instructional shifts required in order to effectively teach the new College and Career Readiness Standards, teachers at EIS have participated in various forms of professional development. Teacher leaders are asked to attend targeted training sessions at the West Central Indiana Education Service Center, CLASS Institutes, and other offerings across the state. We also have a rigorous in-house professional development program consisting of professionals from CLASS and Solution Tree. They are welcomed into EIS to assist teachers in the areas of best instructional strategies, character education, data analysis, curriculum writing, and Professional Learning Communities (PLC).

We utilize our PLC time on Wednesday mornings to share and learn more in each of these areas. Throughout the 2014-15 school year, our assistant superintendent led an initiative to help our teachers design and create a rigorous curriculum for math and English/language arts. Guest teachers were hired to allow teachers time throughout the day to collaborate on this endeavor. EIS faculty will continue to evaluate and adjust the curriculum to meet student needs each school year.

IV.	GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT

A. **Benchmarks for Progress**

A Data Walkthrough of the Richland-Bean Blossom Community School Corporation					
Attendance Center:	Harmony School Management Software Attendance Clerk: Linda Stevons				
Student Achievement Results					
Indicator		**Year: 2012-2013**	**Year: 2013-2014**	**Year: 2014-2015**	**Facts About Our Data**
Based on Our District Assessment Data: ISTEP+ (Grades 3-8)					
White	Reading	84.8%	84.8%	74.7%	Average of grades 3, 4, 5
	Math	82%	81.3%	63.1%	Average of grades 3, 4, 5
Black	Reading	NA	NA	NA	Average of grades 3, 4, 5
	Math	NA	NA	NA	Average of grades 3, 4, 5
Hispanic	Reading	90.9%	92.9%	70%	Average of grades 3, 4, 5
	Math	86.4%	80%	60%	Average of grades 3, 4, 5
Asian	Reading	NA	NA	NA	Average of grades 3, 4, 5
	Math	NA	NA	NA	Average of grades 3, 4, 5
Multiracial	Reading	87%	70.6%	62.5%	Average of grades 3, 4, 5
	Math	78.3%	81.3%	37.5%	Average of grades 3, 4, 5

SES - Free/Reduced	Reading	72.5%	72.6%	60.3%	Average of grades 3, 4, 5
	Math	73.7%	69.7%	47.6%	Average of grades 3, 4, 5
SES - Paid	Reading	94.2%	92.2%	82.9%	Average of grades 3, 4, 5
	Math	87.3%	88.3%	71.8%	Average of grades 3, 4, 5
Special Education	Reading	56.2%	52.3%	40.7%	Average of grades 3, 4, 5
	Math	61.3%	49.5%	31.8%	Average of grades 3, 4, 5
Grade 3 Cohort	Reading	90.3%	84.3%	72.7%	
	Math	82.7%	74.9%	59.1%	
Grade 4 Cohort	Reading	84.4%	88.3%	74.7%	
	Math	83.7%	84.7%	56.1%	
Grade 5 Cohort	Reading	80.5%	79.7%	75.6%	
	Math	84.4%	85%	71.9%	
Based on Our District Assessment Data: IREAD-3					
Grade 3 Cohort	Reading	92.4%	89%	93.7%	Percentages do not include students receiving the "Good Cause" exemption
Student Engagement Data					
Average Daily Attendance		96.8%	97.0%	96.8%	
Percentage of Students in Extracurricular Activities		3.4%	3.3%	3.3%	Spell Bowl and Math Bowl
Student Discipline					
Number of Out-of-School Suspensions		54	65	60	
Number of Expulsions		0	0	0	
Survey Data					
AdvancED Parent Survey Results (Agreement %): ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning		NA	NA	2015-2016: 75.00% 72.93% 80.04%	

● Resources and Support Systems ● Using Data for Continuous Improvement			81.97% 77.58%	
AdvancED Staff Survey Results (Agreement %): ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement	NA	NA	2015-2016: 74.61% 75.40% 62.26% 58.51% 71.66%	
AdvancED Elementary (3-5) Survey Results (Agreement %): ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement	NA	NA	2015-2016: 91.14% 76.70% 84.67% 88.57% 72.07%	
Student Demographic Data				
Total Number of Students Enrolled	530	549	560	
Percent Free and Reduced	41.9%	40.5%	37.6%	
Percent Special Education	20.4%	22.2%	22.7%	
Percent English as a Second Language	0.6%	0.2%	0.5%	
Percent White	90%	91.4%	92.7%	
Percent Black	0.9%	1.1%	0.5%	

Percent Hispanic	4.3%	2.9%	3.0%	
Percent Asian	.2%	0.2%	0.7%	
Percent American Indian	0.4%	0.4%	0	
Percent Native Hawaiian or Other Pacific Islander	0	0.2%	0.4%	
Percent Multiracial	4.2%	3.8%	2.7%	

B. Specific areas where improvement is needed immediately

Based upon the 2014-15 ISTEP+ data, it appears that EIS has lost ground in every single area; however, this data does not clearly represent where we are as a school. The State of Indiana agreed to not use this data in school letter grades or in educators' evaluations because it is not reliable for many reasons. Schools in Indiana transitioned to new College and Career Readiness Standards and administered a much more rigorous ISTEP+ assessment. With all of this taken into consideration, EIS still needs to improve in the math content area. Four areas of particular need are students in the multi-racial and free/reduced categories and all students overall in the grades three and four cohorts.

C. Proposed Interventions and Strategies (SMART, SMARTer, SMARTest Goals)

District Goals:	1. Students will demonstrate growth in literacy (90% proficiency).
	2. Students will demonstrate growth in mathematical skills (90% proficiency).
	3. All R-BB faculty and staff will engage in a collaborative culture for improved student learning.
Building Goals:	1. Students will demonstrate 3% growth on the English/language arts portion of the ISTEP+ assessment.
	2. Students will demonstrate 3% growth on the math portion of the ISTEP+ assessment.
	3. EIS students will attain an attendance rate of 97% or better.

SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: Students in grades 3-5 averaged 74.3% on the English/language arts portion of the 2015 ISTEP+. **Goal:** Students will demonstrate 3% growth on the English/language arts portion of the ISTEP+ assessment.	1. Continued development of best practice instructional strategies across all grade levels 2. Continue with the Wonder Writers stamina exercise and implement the IDOE editing checklist with fidelity	1. All staff 2. All staff	1. Ongoing beginning summer/fall 2016 2. Editing checklist implemented in each classroom by fall 2016	1. Improved writing scores using the ISTEP+ rubric (teacher and peer-evaluated)

SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: Students in grades 3-5 averaged 62.4% on the math portion of the 2015 ISTEP+. **Goal:** Students will demonstrate 3% growth on the math portion of the ISTEP+ assessment.	1. Professional development for best practice instructional strategies focusing on process standards 2. Individualized math fact mastery (3rd - multiplication and division) with continued practice in 4th and 5th grades (i.e.	1. All staff 2. All staff	1. Ongoing beginning summer/fall 2016 2. Implemented in each classroom by fall 2016	1. Increased CFA scores in grade levels 2. Improved instruction observed in teacher appraisals 3. Increased M-COMP scores in AIMSweb 4. Individual goal setting by students

	Rocket Math, Xtra Math, math apps)			

SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: The average EIS attendance rate over the past three school years has been 96.86%. **Goal:** EIS students will attain an attendance rate of 97% or better.	1. Review and update the school-wide pre-arranged absence policy to reflect the importance of daily attendance. 2. Increase awareness and offer an incentive each quarter for excellent attendance (1 day or less each quarter)	1. Jennifer Lee Michael Riggleman 2. Entire staff, EIS PTO, & PIE Team (Family engagement coordinator)	1. Updated by May 31, 2016 for the 2016-17 school year 2. Policy and procedures in place by May 31, 2016 for the 2016-17 school year	1. Increase in attendance and less pre-arranged absence forms submitted 2. Increase in attendance

D. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions)

    a. Emphasizes improvement of student learning and performance

        i. 2014-2015 EIS Professional Development Plan
       ii. 2015-2016 EIS Professional Development Plan

    b. Aligns with the core principles of professional development

        i. 2014-2015 EIS Professional Development Plan
       ii. 2015-2016 EIS Professional Development Plan

c. Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students

      i. [2014-2015 EIS Professional Development Plan](#)
    ii. [2015-2016 EIS Professional Development Plan](#)

V. CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN

A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

a) Edgewood Intermediate School serves a homogenous population as tied to ethnic, language minority and cultural learning.

b) Edgewood Intermediate identifies students for exceptional learning (SPED) through the use of student data, teacher observation and scaffolded interventions. The faculty of EIS utilizes the process of staffings to meet and discuss students' needs both behaviorally and academically. During staffings, the committee looks at grades, behavioral observations, current interventions and formative assessments to determine the need for testing or additional interventions. If it is determined, after looking at data and interventions, that students are not progressing academically or behaviorally, testing for additional services will be pursued.

c) Edgewood Intermediate School identifies students for exceptional learning (High Ability/Gifted and Talented) through the administration of CogAT, ITBS and SIGS. Students scoring at or above the 96th percentile in ELA, math, or both are identified for HA services. Students receive services through differentiation in the general education classroom.

d) Edgewood Intermediate School is aware of students' socioeconomic status through the free/reduced lunch and textbook program. We are able to identify these families from the information they provide on the federal free/reduced application form. Students in the free/reduced population are an area that EIS is constantly looking to improve in as measured by ISTEP+ in ELA and math. While we have seen a decrease in scores for our free/reduced population, these are in line with our other subgroups.

B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

a) Edgewood Intermediate School serves a homogenous population as tied to ethnic, language minority and cultural learning.
b) EIS staff engages in professional development quarterly to review and revise the process that is utilized to identify students for special services during staffings. Teachers work with the director of special education to make constant improvements in the identification process as well as the process of providing services.
c) During the 2015-2016 school year, a second HA teacher was added at each grade level. One teacher focuses in the area of ELA, while the second teacher focuses in the area of math. This allows our HA students to receive more directed and differentiated services pertaining to their identified areas for high ability.
d) Tiered interventions will continue to be implemented to support students in this socioeconomic population as needed.

C. **Professional development necessary to increase cultural competency in the school's educational environment.**

a) EIS has an ongoing professional development plan to address multiple areas of need. The EIS staff is striving to learn more about their students on an individual level, including individual cultural backgrounds. By learning about individual students, the staff is able to increase knowledge within their own classrooms with the students. As our school is becoming more diverse, we rely on our family partnerships to help all of us grow in this area.
b) 2014-2015 EIS Professional Development Plan
c) 2015-2016 EIS Professional Development Plan