

Kesling Intermediate School  
Public Law 221 Plan

I. Introduction

A. Description of School

Kesling Intermediate School is part of a two-story brick and glass structure along with La Porte Middle School (collectively known as the Kesling Campus), which is located at 306 E. 18<sup>th</sup> Street on thirty-eight acres of open land. The building, originally constructed in 1971, as Kesling Junior High School, and renovated and expanded in 2019, contains forty academic classrooms. Additional classrooms in the building, which are shared with La Porte Middle School, include rooms for art, family living, special education, technology education, agriculture, health and wellness, and music. Physical education classes are accommodated in three large gymnasiums, which have locker room facilities. Also included in the building are a library media center, a large auditorium, two innovation laboratories, indoor and outdoor commons areas, two computer labs, a cafeteria, teacher work rooms, conference rooms, building administration, special education and counseling offices. The school houses fifth and sixth grade classes, while La Porte Middle School houses seventh and eighth grades. Included in the student population are students with learning disabilities, students identified as mildly mentally handicapped and/or emotionally disabled, and students identified as English language learners, all from diverse racial, ethnic and socioeconomic backgrounds. Kesling offers services for the hearing impaired, as well as speech, physical, and occupational therapy. A full guidance staff is on-site daily and other outside agencies, including family resource counselors, work closely with the school. The Kesling campus also houses a track and field complex, with a football field, and a secondary track with a soccer field.

B. Description and Location of the Curriculum

The curriculum at Kesling includes academic, expressive, and performing arts classes. All classes are taught in accordance with district developed curriculum maps, which are aligned with the Indiana College and Career Ready Standards for each curriculum area. Fifth and sixth grade academic classes are two eighteen-week semesters that are divided into four nine-week terms in length for a total of thirty-six weeks. The expressive arts classes are offered as a series of exploratory classes for six-week intervals. The performing arts classes meet daily, throughout the entire school year and are graded every nine weeks. Descriptions of all curricula are located on the school website and the Educational Services Center. In addition to daily course offerings, students at Kesling have a wide variety of extra-curricular activities available to them. These activities include academic competitions, athletics, and clubs.

C. Titles and Descriptions of Assessment Instruments to be Used in Addition to I-LEARN

A variety of assessment tools are employed at Kesling Intermediate School. All teachers use formative assessments and summative assessments to determine student achievement and to alter instruction based on data to meet the educational needs of the students. Classroom teachers use various classroom assessments, including end of unit tests, Accelerated Reader assessment data, and Study Island assessment data to evaluate student achievement in a formative nature. Math, Language Arts, Reading, and Science (Grade 6) teachers utilize NWEA Testing, Study Island, formative assessments and summative assessment results as well as I Learn data to guide instruction and help in determining placement in courses. As students leave intermediate school to go to middle school, teachers use ILEARN performance and growth data in addition to department-created common summative assessments and NWEA testing data to make course placement recommendations for La Porte Middle School.

II. Statement of Mission, Vision or Beliefs

A. La Porte Community School Corporation

- Mission: “Learn Today to Excel Tomorrow”

- The La Porte Community School Corporation *believes*:
  - All children can learn, we can teach all students, and there are no exceptions.
  - All students will be challenged throughout their academic career to reach their maximum potential.
  - Children are unique and their self-esteem will be fostered to become successful.
  - In mutual respect in every interaction with students, staff, parents, and community.
  - A positive attitude creates a successful working and learning environment.
  - Personal and professional integrity is critical to the learning process.
  - District employees are highly valued resources.
  - Decisions will be data-informed and based in the best interest of students.
  - Accountability for student achievement is critical.
  - A collaborative team approach is essential to ensure high performance.
  - Continuous improvement is embedded in our culture.
  - In a safe and secure learning environment.
  - Diversity is an asset that is to be valued and respected.

#### B. Kesling Intermediate School

##### ■ Mission: “Learn Today to Excel Tomorrow”

- Kesling Intermediate School Faculty *believes*:
  - All students are entitled to a quality education.
  - The intermediate school philosophy addresses the cognitive, emotional, physical and social needs of young adolescents.
  - Attendance and involvement are keys to increasing student achievement.
  - Staff should feel valued and be encouraged to develop professionally.
  - Parents and community members are an integral and valued part of the educational process.
  - The learning environment should be safe and orderly.
  - Learning is a continuous process.

### III. Summary of Data

- A. Student achievement based on results from ILEARN testing is the primary indicator of student success. Other indicators used to monitor student progress are NWEA, formative assessment, summative assessment, and unit and chapter tests.
- B. Additional information about educational programming and the learning environment:
  - Each nine weeks, Kesling Intermediate School recognizes students in grades five and six for their academic achievement for making the requirements of the Kesling Honor Roll.
  - Teacher teams choose students of the month based on academic performance, good citizenship and work ethic.
  - Students are also recognized for perfect attendance on a quarterly, semester, and yearly basis
  - Each year, discipline statistics in the categories of office visits, in school suspension, out of school suspension, and expulsions are reviewed. During the 2019-2020 school year, these statistics were periodically reviewed to evaluate what changes could be made to help all students be successful at school.
  - The Kesling Safe Schools Committee meets on a monthly basis to discuss all aspects of school safety.
  - Procedures are in place for staff to address urgent safety concerns immediately to administration.
  - The Indiana Department of Education Website should have the most recent information regarding student discipline statistics.

### IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming including the following:

- A. Information about how the school's curriculum supports the achievement of Indiana's College and Career Ready Standards
- LPCSC College and Career Ready Pathways
    - Course offerings in all major academic areas (reading, language arts, math, science and social studies)
    - Elective course offerings in a variety of areas which support career pathways
      - Project Lead the Way
      - Digital Citizenship
      - Family and Consumer Science
      - Agriculture
      - Physical Education/Health & Wellness
    - Course offerings in expressive and performing arts
      - Art
      - Introduction to Vocal Music
      - Introduction to Instrumental Music
      - Band
      - Choir
      - Orchestra
    - Student Resource Classes
      - Student enrichment in academic courses
      - Student remediation in core areas
      - Study skills
    - Rigorous formative and summative assessments in all courses with higher level depth of knowledge standards to promote critical thinking and problem solving
- B. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Ready Academic Standards:
- The faculty of Kesling Intermediate School is committed to selecting and implementing research-based instructional strategies. These research-based strategies include, but are not limited to, the following:
    - scaffolding instruction
    - close reading with note taking
    - differentiation
    - project-based learning
    - explicit instruction
    - small group instruction
    - maintaining rigor and high expectations
    - low-threat standard checks (assessment)
    - blended learning
- C. Analysis of student achievement based on ILEARN data:  
Kesling Intermediate School uses ILEARN assessment data, NWEA, formative assessment, summative assessment, unit/chapter tests, and regular standard checks to drive instruction and improvement of student academic performance. We use the information to identify student strengths and areas for improvement. Teachers meet as grade level teams, content-based departments (including across grade levels), CORE data teams, and as a faculty to create instructional goals to increase student achievement. Teachers use multiple forms of data to create individual instructional goals as well as school-wide goals. All efforts are made for the purpose of increasing student achievement.
- D. Parental participation in the school:

The staff at Kesling Intermediate School believes that parental involvement is an important component of academic success for all students. Parents have many opportunities to participate and become involved in our school community. Communication with families is maintained in a variety of ways. Students receive report cards at the end of each grading period. Parents may monitor student progress via the Skyward student information system and as parent observers on our Canvas learning management system. Teachers and staff regularly respond to parent inquiries via email. Monthly newsletters are distributed by teacher teams. Additional information can also be found on our school's website and Facebook page. The Kesling Campus Parent/Teacher/Student Organization (PTSO) meets on a monthly basis.

E. Technology as a learning tool:

Kesling Intermediate School is committed to the use of educational technology to enhance the educational experience and boost student achievement. All technology plans and subsequent purchases are developed through the LPCSC Corporation Technology Committee with input from the building level. We believe that technology is a valuable tool when used strategically and when used well. Teachers are encouraged to continually develop and evaluate ways to use technology to increase efficiency and enhance instruction. The following is an inventory of the technology available for teacher use with students at Kesling Intermediate School:

- Our 1:1 Chromebook program ensures that the majority of our students have constant access to a school-issued Chromebook.
- All teaching staff have desktop computers that are used primarily for formulation of blended learning experiences, accessing and interpreting assessment data, recording grades, BENQ interactive monitor use, and in-class multimedia presentations.
- All teaching staff have Chromebooks that are used to deliver distance learning experiences.
- Each core academic classroom is equipped with a BENQ interactive monitor for classroom multimedia presentations.
- Life skills classes have access to 3-15-station Chromebook carts.
- Each of the two Project Lead the Way labs are equipped with a class set of desktop computers.
- The campus Media Center is equipped with 7 desktop computers.
- Two innovation labs are outfitted with a wide variety of STEM technologies, including 3D printers, robotics equipment, interactive coding toys, iPads, drones, and a virtual reality cart.

F. A Safe and Disciplined Learning Environment:

- Expectations for student conduct are clearly communicated through administrators to faculty, staff, parents, and students at Kesling Intermediate School. Related policy planning involves Kesling administrators and faculty, the building safety committee, central administration of the school corporation, the LPCSC School Board, and community members. Safety and discipline policies are published, distributed, and made readily available. Kesling Intermediate School has a school safety plan that is reviewed and updated each year and follows state guidelines. Kesling Intermediate School is in compliance with the Indiana Department of Fire and Building Services. Procedures for responding to emergency situations are posted in each classroom. Drills to practice these procedures are conducted during the school year as state standards require. These situations include fire, tornado, lockdown, and secure in place. Emergency kits are present in each student area and are maintained regularly.
- As part of the Kesling Intermediate School PL 221 plan, we have strategies that are implemented each year to ensure a safe and caring environment. These strategies include the following:
  - A school resource officer (SRO) who is shared between Kesling Intermediate School and La Porte Middle School
  - Monthly building-level Safe School Committee Meetings
  - A review and update of crisis plans each year
  - Conducting all safety drills

- Character education activities, including Social-Emotional Learning (SEL)
- Counselor talks with students
- Guest speakers on various character topics
- Transitioning from the K-4 elementary setting to the intermediate school setting marks a critical period in the education of a child. Kesling Intermediate School has a comprehensive plan to address transitioning during this time:
  - K-4 Elementary to 5th Grade Transition Activities
    - February: Academic and non-Academic information is gathered from elementary schools
    - March: Planning for fourth grade visitations
    - April: Fourth grade visitations during school; each student is given a folder that includes important information
    - April-May: Kesling principal hosts parent night at each of the eight feeder elementary schools
    - May: Special Education TOR participates in transitional conferences for students with IEP's
    - May: Tours for students with individual needs
    - August: Registration and Open House for parents and students
    - First Week of School: Structured Orientation Activities by fifth and sixth Grade Teachers in Advisory Period and throughout the week
    - Transitional information on Kesling website for incoming fifth grade students
- In addition to the K-4 transition, Kesling Intermediate School allows for a seamless migration to La Porte Middle School as the two schools are located on the same campus.
  - 6th Grade to Middle School Transition Activities
    - Ongoing: System of progressively increasing the amount of teachers students see each day. Fifth grade students start on teams of two teachers, clustered with another team of two teachers for academic classes. All fifth-grade students see two additional elective course teachers each day.
    - Sixth grade students are assigned to a homeroom teacher and have a team of five academic teachers; reading, language arts, math, social studies and science. Sixth graders also see two to three additional elective teachers each day.
    - January: Middle school counselors discuss LPMS course selection
    - April-May: Parent meeting hosted by LPMS principal
    - May: Middle School schedules finalized
    - May: Special education TOR visits LPMS with those special education students needing additional tours
    - August: Registration and Open House for students and parents

#### G. Professional Development

- The Kesling Intermediate professional development program is conducted in alliance with state initiatives and district-level goals and objectives.
  - An instructional coach leads staff in professional development one time per week in a large group setting and individually on topics identified by the district CORE Data Team, building CORE Data Team, and Kesling Intermediate School administration.
  - Each month, the instructional coach plans and publishes the professional development that will be offered to staff that month.

- During team meeting time with the building principal and assistant principal teachers continue to have the opportunity to delve into different topics relating to Marzano's 5 school-level factors.
- Continuously throughout the year, Kesling Intermediate School staff revises curriculum maps centered around the Indiana College and Career Ready Academic Standards and aligned with ILEARN blueprints. All curriculum maps feature spaced practice in ways that complement the various content areas.
- Kesling Intermediate School continues to focus on close reading with notetaking. This has been shown to increase student comprehension, retention, and achievement in reading as well as in various additional content areas.
- The La Porte Community School Corporation is entering its third year facilitating e-learning days. Kesling Intermediate school is in its second year implementing a 1:1 Chromebook program. The building instructional coach delivers whole-group and individualized coaching on developing and improving blended learning experiences at school as well as online.
- Additional ongoing professional development areas include the following:
  - Grade level meetings with emphasis on closing the achievement gap, maximizing student growth in all subgroups, and research-based instructional strategies
  - Textbook adoption fairs
  - Instructional coach providing on-site professional development to teachers on a weekly basis
  - Principal and instructional coach analyze data to direct instruction and meet with teachers throughout the year
  - Professional development in NWEA, Canvas, Study Island, Renaissance Learning, and other edtech tools
  - Professional development in closing the achievement gap, including social-emotional learning and culturally-responsive teaching
  - Special education staff development
  - Close reading and notetaking strategies in various content areas
  - Cross-curricular planning with Reading and Language Arts classes
  - Campus STEM coach providing on-site training, demonstrations, and co-teaching of strategies for integrating STEAM across content areas
  - Curricular focus in Math classes on process standards and conceptual algebraic readiness development
- Specific areas where improvement is needed immediately based on historic assessment data as well as needs expressed by stakeholders in the building reconfiguration
  - Areas of potential growth in English/Language Arts
    - Use of standards-based curriculum maps that fully blend both reading and language arts
    - Implementation of spaced practice and prioritization of standards coverage based on ILEARN blueprint information and item specifications
    - Moving from a basal-focused curriculum to a standards-focused curriculum
    - Increasing collective teacher efficacy by regularly collaborating to produce shared resources and plan together
    - Implementation of the formative assessment cycle and benchmarking to adjust instruction throughout the school year
    - Strategies to close the achievement gap for all student groups
  - Areas of potential growth in Mathematics

- Use of standards-based curriculum maps
- Implementation of spaced practice and prioritization of standards coverage based on ILEARN blueprint information and item specifications
- Moving from a textbook-focused curriculum to a standards-focused curriculum
- Full integration and coverage of math processing standards
- Number sense and conceptual algebraic readiness
- Implementation of the formative assessment cycle and benchmarking to adjust instruction throughout the school year
- Strategies to close the achievement gap for all student groups
- Areas of potential growth in Science
  - Use of updated standards-based curriculum maps
  - Implementation of spaced practice and prioritization of standards coverage based on ILEARN blueprints information and item specifications
  - Full integration and coverage of science processing standards
  - Implementation of the formative assessment cycle and benchmarking to adjust instruction throughout the school year
  - Coverage of a number of computer science and engineering standards in computer science and Project Lead the Way courses
- Areas of potential growth in Social Studies
  - Establishment of updated standards-based curriculum maps
  - Implementation of spaced practice and prioritization of standards coverage based on ILEARN blueprints information and item specifications
  - Integration of social-emotional learning in the classroom
  - Increased focus on civics and government and economics standards at the fifth-grade level
  - Implementation of the formative assessment cycle and benchmarking to adjust instruction throughout the school year
- Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system
  - Goal 1: Student achievement and growth in English/Language Arts for all Kesling Intermediate School students will continue to increase each year (target passing rate: above 70%; growth: above 95)
  - Goal 2: Student achievement and growth in Math for all Kesling Intermediate School students will continue to increase each year (target passing rate: above 70%; growth: above 95)
  - Goal 3: Student achievement in Science for all Kesling Intermediate School students in grade six will continue to increase each year (target passing rate: above 70%)
  - Goal 4: An overall attendance rate at Kesling Intermediate School of above 96% will be maintained and all subgroups will make adequate yearly progress in attendance.
- Kesling Intermediate School supports students as they work to earn Academic Honors and Core 40 Diplomas. We are supporting the LPCSC College and Career Pathways program in the following ways:
  - Increasing elective course offerings, such as agriculture and Project Lead the Way
  - Offering all fifth-grade students introductory courses to vocal and instrumental music
  - Offering sixth grade students the opportunity to take choir, band or orchestra every day
  - Increasing the depth of knowledge levels on formative and summative assessments to promote critical thinking and increased problem solving capabilities

- Flexible grouping of students to allow more opportunities for students to achieve and increase their learning
- Offering high ability courses in sixth grade reading, language arts and math
- Proposed interventions based on school improvement goals
  - School-Wide Items:
    - Grade-level teams will implement a variety of strategies recommended by middle-level consultant Jack Berckemeyer to increase collective efficacy.
    - All teachers will follow curriculum maps that are centered around the Indiana College and Career Ready Standards and aligned with ILEARN blueprints.
    - All teachers will reinforce ELA standards by implementing the study of content-area literacy standards.
    - Teachers will formulate traditional and blended learning experiences using the model of gradual release.
    - All staff will analyze data from formative assessments, benchmark assessments, summative assessments, NWEA, and ILEARN results to adjust instruction to maximize student achievement and growth.
    - Cross-curricular grade-level teaching teams will develop S.M.A.R.T. goals based on formative and benchmark assessment data throughout the school year to impact student achievement.
    - All staff will support the most current S.M.A.R.T. goals in Math, English/Language Arts, Social Studies (fifth grade), and Science (sixth grade) by incorporating elements of the goals within their content area.
    - All staff will aim to increase the percentage of high DOK tasks into instruction.
    - Staff will use spaced practice to boost long-term retention in all content areas.
  - English/Language Arts
    - Teachers will implement standards-based curriculum maps that fully integrate both Reading and Language Arts.
    - Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
    - Reading and Language Arts teachers will make the move from implementing a basal-focused curriculum to a standards-focused curriculum.
    - All Reading and Language Arts teachers will use routine standards checks to evaluate student progress and adjust instruction on an ongoing basis.
  - Math
    - Teachers will implement standards-based curriculum maps.
    - Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
    - Math teachers will make the move from implementing a textbook-focused curriculum to a standards-focused curriculum.
    - Teachers will incorporate CARE, a supplemental to curriculum that boosts students' number sense and conceptual algebraic readiness.
  - Science
    - Teachers will implement standards-based curriculum maps.
    - Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
    - Teachers will plan and implement learning experiences that boost student acquisition of science process standards.



- Project Lead the Way courses at the fifth and sixth grade levels will introduce and reinforce a number of computer science and engineering standards.
- Social Studies
  - Teachers will implement standards-based curriculum maps.
  - Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
  - Fifth grade teachers will plan learning experiences in civics and government and economics that expand upon topics being covered in the area of history.
- Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts
  - Engagement in the formative assessment cycle
  - Best practices in blended learning and online learning
  - Close reading and note taking
  - Increasing collective efficacy through team building and collaboration
  - Using frameworks and success criteria to align classroom learning with state standards
  - Closing the achievement gap: social and emotional learning and culturally-responsive teaching
  - Selecting research-based best-practice instructional strategies for use in each content area
  - Increasing depth of knowledge in all content areas
  - Implement additional professional development opportunities identified by the Kesling Intermediate School CORE Data Team. Each month, staff is given a monthly handout outlining the professional development opportunities for the month.
- Statutes and rules to be waived: None
- Three-year timeline for implementation, review, and revision
  - Multiple times per year the leadership team and the sub committees review and revise the improvement plan for each goal and monitor progress of the School Action Plan.
  - Data will be a key component to the improvement plan. The achievement of students will be reviewed annually by the principal, leadership team, teachers, and other stakeholders at Kesling Intermediate School.
  - The achievement review will include data from the DOE, ILEARN data, and the results of local assessments.

**School Improvement Action Plan  
Kesling Intermediate School  
August 2020**

**Goal:** Student achievement and growth in English/Language Arts and Mathematics for all Kesling Intermediate School students will continue to increase each year (target passing rate: above 70%; growth: above 95).

**Support Data:**

**Standardized Assessments:**

ILEARN  
NWEA

**Local Assessments:**

Common Formative Benchmark Assessments  
Classroom Formative Assessments  
Observations

**Intervention:** Rigorous, standards-based formative benchmark assessments will be developed and administered, and collected data will be analyzed and used to adjust classroom instruction.

**Research/Best Practice:**

Bailey & Jakicic - [Make It Happen](#)  
Moss & Brookhart - [Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders](#)

| <b>Strategies/Activities to Implement the Intervention</b>  | <b>Persons Responsible</b>   | <b>Time Frame</b>          | <b>Resources</b>  | <b>Staff Development Activities</b>   |
|---|--|----------------------------|---|---|
| <p>Chunking of standards-based objectives across weeks.</p> <p>Creation of formative benchmark assessments based on standards, success criteria (including “I can…” statements), ILEARN item specifications, and appropriate DOK.</p> <p>Administering these assessments to students during each term.</p> <p>Using collected data to identify mastered and non-mastered standards and adjustment of weekly objectives.</p> | <p>Building Administration<br/>Instructional Coach<br/>CORE Data Team<br/>Classroom Teachers and Support Staff</p> | <p>Winter 2020-Ongoing</p> | <p>Indiana Academic Standards<br/>IDOE Frameworks<br/>ILEARN Item Specifications<br/>Canvas</p> | <p>Introduction to the formative assessment cycle</p> <p>Creating standards-aligned, high DOK tasks</p> <p>Analyzing assessment data</p> <p>Formulation of goals based on assessment data</p> <p>Formulation of action plans based on goals</p> |

| <p><b>Intervention:</b> Teachers will formulate traditional and blended learning experiences using the model of gradual release.</p>   |   | <p><b>Research/Best Practice:</b><br/> Fisher &amp; Frey - <u>Better Learning Through Structured Teaching</u><br/> Fisher &amp; Frey - <u>Writing Instruction for Struggling Adolescent Readers: A Gradual Release Model</u><br/> Dole et. al. - <u>Reflections on the Gradual Release of Responsibility Model: Where We've Been and Where We're Going</u></p> |  |   |
|--|---|--|--|---|
| Strategies/Activities to Implement the Intervention  | Persons Responsible   | Time Frame   | Resources  | Staff Development Activities  |
| <p>Becoming familiar with the phases of the gradual release model of instruction: focused instruction, guided instruction, collaborative learning, independent learning.</p> <p>Short- and long-term lesson planning with the phases of the gradual release model of instruction.</p> <p>Creation of blended learning experiences formulated with gradual release model at the core.</p> | <p>Building Administration<br/> Instructional Coach<br/> CORE Data Team<br/> Classroom Teachers and Support Staff</p> | <p>Fall 2020-Ongoing</p>   | <p><u>Better Learning Through Structured Teaching</u><br/> Canvas<br/> Nearpod</p> | <p>Introduction to the gradual release model of instruction</p> <p>Formulating short- and long-term lesson plans structured with the gradual release model in mind</p> <p>Creation of blended learning experiences based on the gradual release model</p> |

| <p><b>Intervention:</b> All staff will increase the percentage of DOK 2 and 3 tasks into regular instruction.</p>  |   |                          | <p><b>Research/Best Practice:</b><br/> Webb - Depth of Knowledge<br/> Feikes - “Conceptual Algebraic Readiness for Everyone”<br/> Boyles - <u>Reading, Writing, and Rigor: Helping Students Achieve Greater Depth of Knowledge in Literacy</u></p> |   |
|--|---|--------------------------|--|---|
| Strategies/Activities to Implement the Intervention  | Persons Responsible   | Time Frame               | Resources  | Staff Development Activities  |
| <p>English/Language Arts and Math teachers will incorporate rich tasks into instruction.</p> <p>Teachers will review Indiana Academic Standards, ELA and Math Frameworks, ILEARN test blueprints, ILEARN item specifications, and qualities of different levels of DOK.</p> <p>Teachers will revise or replace current formative and summative assessments for standards-alignment and rigor.</p> <p>Math teachers will incorporate CARES (Conceptual Algebraic Readiness for Everyone) problem sets into instruction.</p> <p>Teacher Advisors will play CARES math games with homeroom classes.</p> | <p>Building Administration<br/> Instructional Coach<br/> CORE Data Team<br/> Classroom Teachers and Support Staff</p> | <p>Fall 2020-Ongoing</p> | <p>Indiana Academic Standards<br/> ILEARN Blueprints<br/> ILEARN Item Specifications<br/> IDOE “Creating Strong Classroom Assessments”<br/> Exemplary task examples</p>  | <p>Review of Indiana Academic Standards and success criteria</p> <p>Review of ILEARN item specifications, focusing on different levels of DOK</p> <p>Evaluation of current formative and summative classroom assessments for standards-alignment and rigor</p> <p>Modification of current formative/summative classroom assessment and/or creation of new formative/summative classroom assessment with appropriate standards-alignment and level of rigor</p> <p>Creation of regular classroom tasks aligned with modified/new assessments</p> <p>CARES (Conceptual Algebraic Readiness for Everyone) training</p> |