Festus Intermediate

2018-19

Building Improvement Plan

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Missouri Exemplary PLC School

Vision Statement

- The Festus Intermediate will provide our students with the tools to meet their academic, social and emotional needs in a safe environment

Mission Statement

- Educating All Students to Meet Tomorrow's Challenges

Building Demographics

Total Student Enrollment   **749 (as of 10/8/18)**

    Fourth Grade   **248** (121 boys/127 girls)

    Fifth Grade   **246** (113 boys/133 girls)

    Sixth Grade   **255** (139 boys/116 girls)

Free and Reduced Lunch   **39.5% (296)**

    Free   **33.0% (247)**

    Reduced   **6.5%   (49)**

Attendance (% of students who attended school at least 90% of the time)
2018:   2017: **92.6%**, 2016: **93.8%,** 2015: **95.4%**, 2014: **94.4%,** 2013: **95.2%**

Certificated Teaching Staff	42
Classified Support Staff	13
Counselors	2
Administrators	2

Programs and Activities Provided

- Honor Choir (grades 4-6; 103 students)
- Art Club (grades 4-6; 25 students)
- Festus Fitness (approx. 138 students; 5th-89, 6th-49)
- TREND (grade 6; 65 students)
- Mentoring program (grade 6; 23 students)
- PTO (grades 4-6)
- Good News "Sunshine" Club (grades 4-5, approx. 10 students)
- First Baptist Church Wednesday tutoring (grades 4-5; 15-20 students)
- First Baptist Church Reading program (grade 4; Volunteers support library time on Wednesdays reading with students, and also in our 4th grade classrooms, including a special education room.)
- Daughters of the American Revolution Essay Contest (gr. 5-6; 23 stud)
- Junior American Citizen Writing competition (grade 4; 7 students)
- QUEST- Gifted Program (grades 4-6; 30 students)
- Destination Imagination (grades 4-6; 30 students)
- Scripps National Spelling Bee (grades 4-6; building wide)
- Battle of the Books (grades 5-6)
- Missouri Day (grade 4; grade level)
- Career Day (grade 5; grade level)
- Art, Music, Technology Festival (grades 4-6; building wide)
- Veterans Day Assembly (grades 4-6; building wide)
- Character Council (20 students; 6th-10, 5th-5, 4th-5)
- Tiger Tribe (10 students; selected by the counselor for additional social and emotional support)
- Robotics Club
- D.A.R.E (5th grade)
- Archery Club (6th grade)
- Cultural Diversity Luncheon (8 sixth grade students)

Awards and Recognitions/Achievements

- TWO QUEST teams qualified for the Destination Imagination state competition in Joplin, Missouri.
- Honor Choir, will be performing "God Bless America" in the fall, and "The National Anthem" in the spring at Busch Stadium. They will also be performing at Six Flags Over Mid-America in the spring.
- The Intermediate, along with the other buildings in the district, received an additional accreditation through AdvancED Accreditation in 2016-2017 and the Sustaining Exemplary PLC Award for the 2017-18 school year.
- The Intermediate and Middle Gifted Programs received a $22,500 grant from ITEF and a $5,000 grant from Lowe's. Mrs. Kearns also received the VOYA Unsung Hero Award for the state of Missouri which included a $2,000 grant.

Building Enhancements
- Gym Painted (July, 2015)
- Retaining Wall and Landscaping in the back (Summer, 2015)
- Chromebox Lab in the Library, Phase I (July, 2016)
- New Tile Floor in hallways and stairwells (Summer, 2018)
- Newly painted hallways and stairwells (Summer, 2018)
- New 6th grade lockers (August, 2018)
- Six Additional Chromebook carts (August, 2018)
- New Library Furniture, Phase 2, 3, and 4 (October, 2018)

2018 School Annual Performance Report-MSIP 5 Intermediate Building

	2014	2015	2016	2017	2018
APR Total Points	67/70	68/70	70/70	70/70	
Percent of Points	95.7%	97.1%	100%	100%	

2017 MSIP 5 Standards

MSIP 5 Standards	Points Possible	Percent Earned	Percent
Academic Achievement	48	48	100%
Subgroup Achievement	12	12	100%
Attendance	10	10	100%
Total	70	70	100%

Reflection on Former Goals (waiting on results)

- In English Language Arts, our Achievement Targets for Advanced/Proficient percentages were to score 80% (80.5% actual)in 4th grade, 80% (75% actual) in 5th grade, and 80% (79.3%) in 6th grade. As noted by the numbers, we were able to increase our Advanced/Proficient percentages from last year's scores in 4th and 6th grade, with 5th grade scoring the same. Our ELA MPI Achievement Targets for 4th grade was to score 404 (405.6 actual, 12.7 increase), in 5th grade 403 (400.8 actual, 8.6 increase), and in 6th 412 (394.5 actual, -5.9 decrease). As a building, our Advanced/Proficient percentage stayed the same at 78%, but increased with an MPI score of 400.7 (398.7 in 2016).

- In Math, our Achievement Targets for Advanced/Proficient percentages were to score 80% (80.5% actually) in 4th grade, 65% (62.5% actually) in 5th grade, and 65% (65.4% actually) in 6th grade. As noted by the number, we were able to increase our Advanced/Proficient percentages from last year's scores in 4th grade, scored the same in 5th, and decreased in 6th grade. Our Math MPI Achievement targets for 4th grade was to score 422 (425.8 actual, 13.5 increase), in 5th grade 376 (372.1 actual, 6.5 increase), in 6th grade 412 (384.3 actual, 16.9 decrease). In 4th grade, we achieved our highest MPI scores to date! In 5th grade, though we did increase from the year before, the same cohort of students dropped (40 points). In 6th grade, we did have a decrease from the year before, but with the same cohort of students we experienced a significant increase (18.7 MPI points).

- In Science, we had an Academic Achievement Target of 63% Advanced/Proficient. Though we fell short of our goal, we improved from last year (56.3%), an increase of +10.4%. Our MPI Achievement Target was 380. We again fell short (374.2) but had a noticeable increase of (24) points compared to the previous year.

Needs Assessment

Our "Needs Assessment" for 2018-19 continue to be in alignment with the district focus of incorporating more STEM lessons and resources and greater technology (2:1) use into our curriculum. We also will have Dyslexia training, and Trauma Informed Schools training for our staff, continued focus of Eric Jensen's research on "Teaching and Engaging Students with Poverty in Mind" and School Safety training. Mrs. Whitehead, Mrs. Braddy, Mrs. Tate and possibly others will be presenting for the Intermediate after attending outside Professional Development. We will also continue our work with Brooke Prickett and Jamie Mehring from EdPlus and our network of schools within Missouri Model Districts (MMD) and focusing on

Assessment Capable Learners (ACL) We will also be using Jonathan Lee from EdPlus to give us additional PD on moving 1:1.

MAP Data

Comparison of Advanced/Proficient percentage of ELA MAP Data (past 3 years)
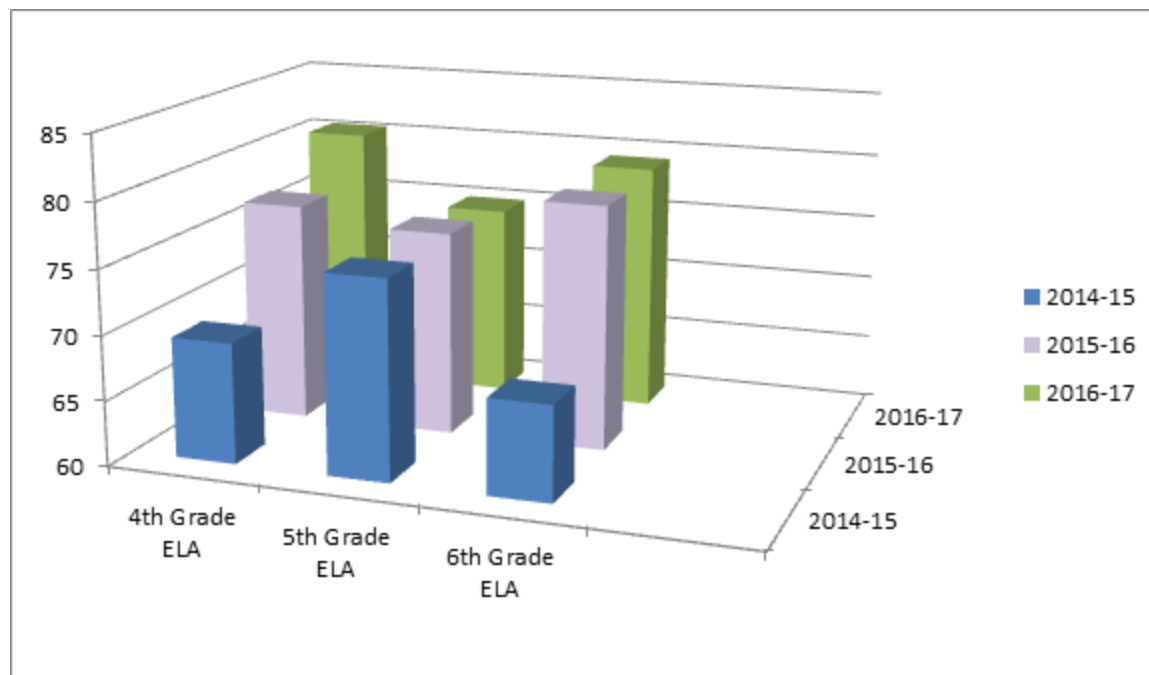
Grade Level	2014-2015 % Adv./Prof.	2015-2016 % Adv./Prof.	2016-17 % Adv./Prof.	2017-18 % Adv./Prof.	% of Increase or Decrease
4th Grade	69.3%	77%	80.5%		%
5th Grade	75.3%	75.8%	75%		%
6th Grade	67.3%	78.9%	79.3%		%

2016-2017 Achievement Targets in ELA

80% of 4th, 5th, and 6th grade students will score Advanced or Proficient in ELA
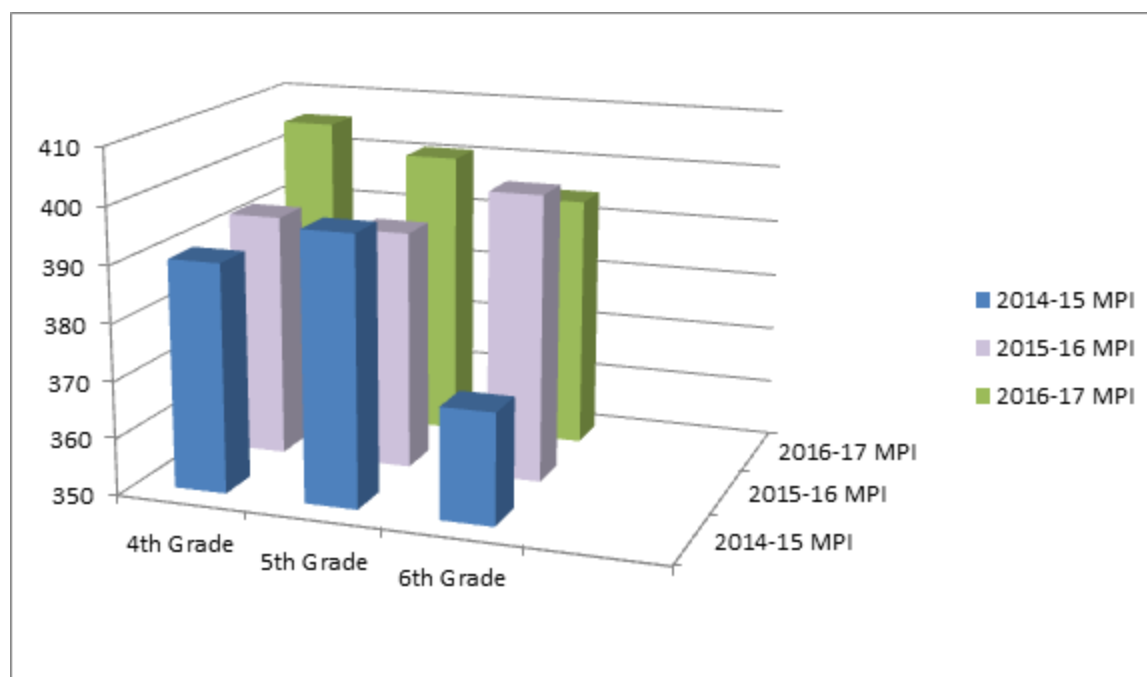
2017-2018 Achievement Targets in ELA

83% of 4th grade students will score Advanced or Proficient in ELA

80% of 5th grade students will score Advanced or Proficient in ELA
80% of 6th grade students will score Advanced or Proficient in ELA

Comparison of MPI ELA MAP Data (past 3 years)

Grade Level	2014-2015 MPI	2015-2016 MPI	2016-2017 MPI	2017-2018 MPI	Increase or Decrease
4th Grade	390.2	392.9	405.6		+12.7
5th Grade	397.1	392.2	400.8		+8.6
6th Grade	369.5	400.4	394.5		-5.9

2016-2017 MPI Achievement Targets in ELA
4th grade students will score an MPI of 404
5th grade students will score an MPI of 403
6th grade students will score an MPI of 412

2017-2018 MPI Achievement Targets in ELA
4th grade students will score an MPI of 415
5th grade students will score an MPI of 412

6th grade students will score an MPI of 406

ELA Super-Subgroup Achievement Results/Targets

ELA Achievement	Subgroup MPI- 2016 Results	Subgroup MPI-2017 Targets	Subgroup MPI-2017 Results	Subgroup MPI-2018 Targets
4th grade	362.6	373	377.04	389
5th grade	382.47	394	367.62	379
6th grade	363.73	375	375.82	386

ELA Free/Reduced Lunch Achievement Results/Targets

ELA Achievement	Free/Reduced Lunch MPI- 2015 Results	Free/Reduced Lunch MPI-2016 Results	Free/Reduced Lunch MPI-2017 Results	Free/Reduced Lunch MPI-2018 Targets
4th grade	382.29	359.29	381.60	393
5th grade	355.1	386.02	367.37	378
6th grade	336.05	369.15	378.57	390

Comparison of Advanced/Proficient percentage of MATH MAP Data (past 3 years)
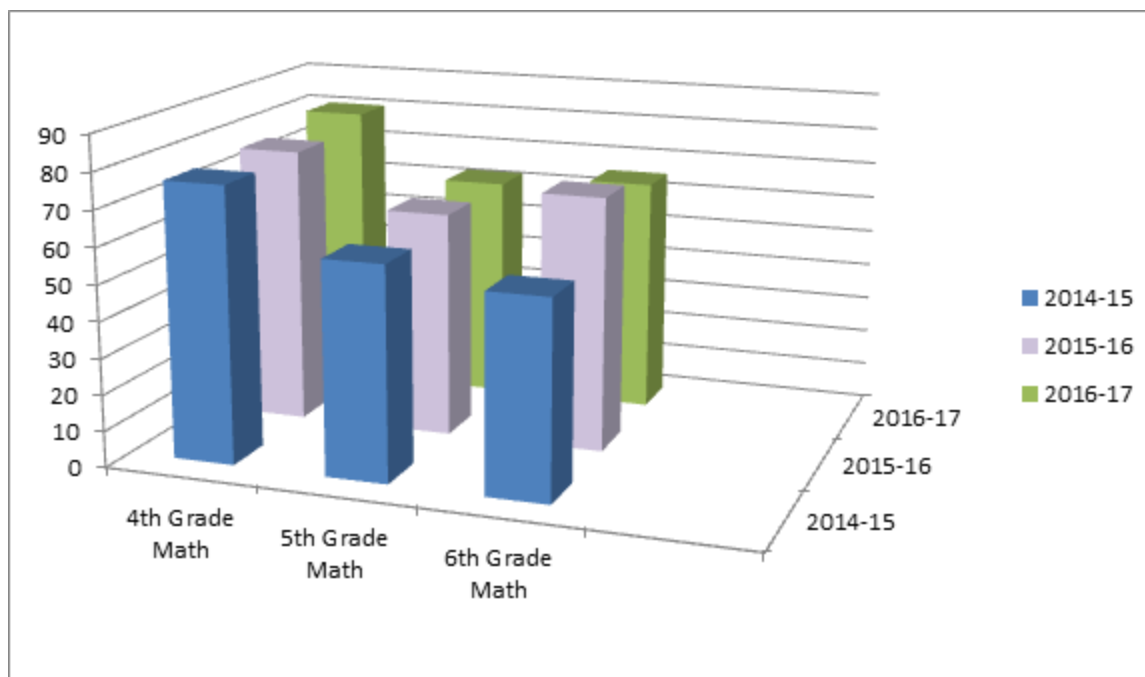
Grade Level	2014-15 % Adv./Prof.	2015-16 % Adv./Prof.	2016-17 % Adv./Prof.	2017-18 % Adv./Prof.	% of Increase or Decrease
4th Grade	76.3%	77%	80.5%		3.5%
5th Grade	59%	62.5%	62.5%		0%
6th Grade	54.4%	70.5%	65.4%		-5.1%

2016-2017 Advanced/Proficient % Math Achievement Targets

80% of 4th grade students will score Advanced or Proficient in Math
70% of 5th grade students will score Advanced or Proficient in Math
75% of 6th grade students will score Advanced or Proficient in Math
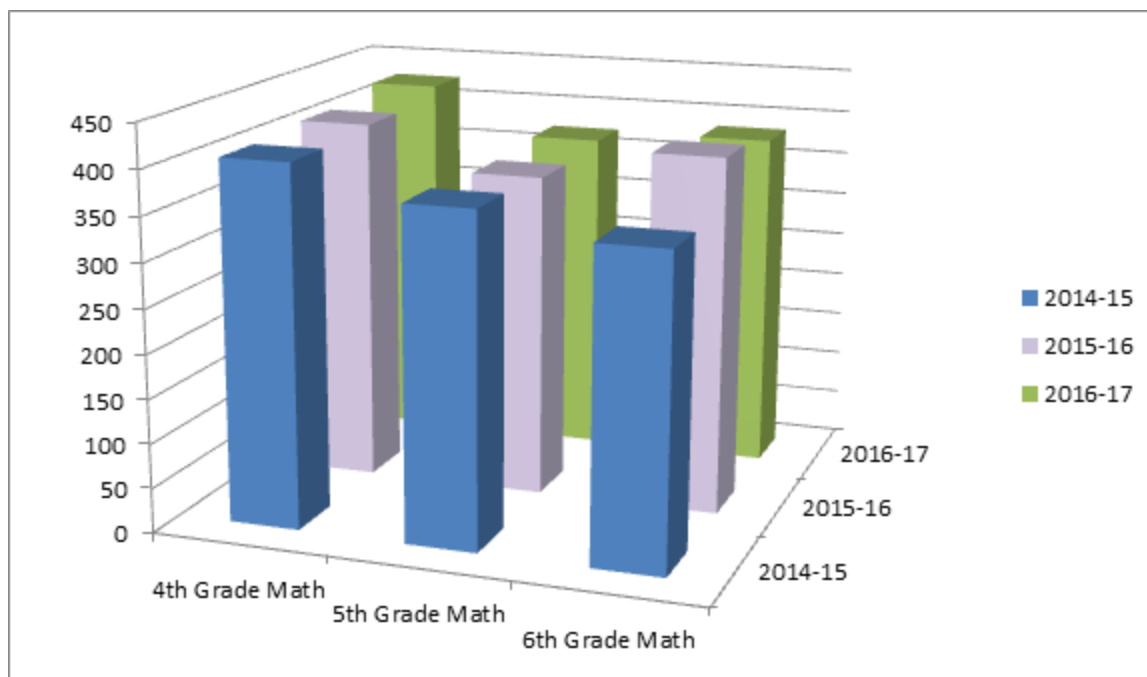
2017-2018 Advanced/Proficient % Math Achievement Targets
82% of 4th grade students will score Advanced or Proficient in Math
65% of 5th grade students will score Advanced or Proficient in Math

70% of 6th grade students will score Advanced or Proficient in Math

Comparison of Math MPI Data (past three years)

Grade Level	2014-15 MPI	2015-16 MPI	2016-17 MPI	2017-18 MPI	Increase or Decrease
4th Grade	406.5	412.3	425.8		13.5
5th Grade	371.97	365.6	372.1		6.5
6th Grade	346.4	401.2	384.3		-16.9

2016-2017 MPI Achievement Targets in Math
4th grade students will score an MPI of 422
5th grade students will score an MPI of 376
6th grade students will score an MPI of 412

2017-18 MPI Achievement Targets in Math
4th grade students will score an MPI of 434
5th grade students will score an MPI of 385

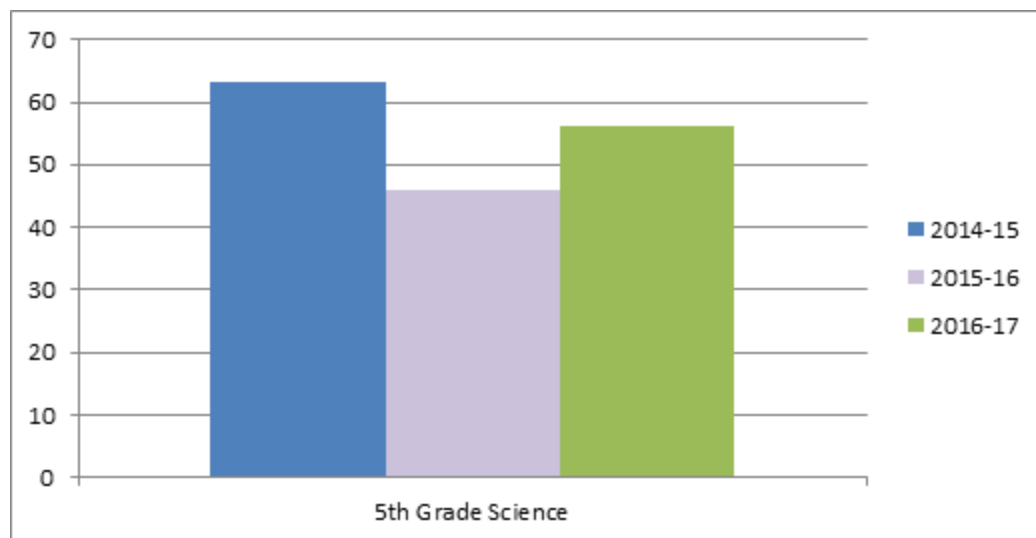6th grade students will score an MPI of 396

Math Subgroup Achievement Results/Targets

Math Achievement	Subgroup MPI 2016 Results	Subgroup MPI 2017 Target	Subgroup MPI 2017 Results	Subgroup MPI 2018 Target	Subgroup MPI 2018 Results
4th grade	378.86	390	395.56	407	
5th grade	342.86	353	323.81	380	
6th grade	361.76	372	368.13	370	

Math Free/Reduced Lunch Achievement Results/Targets

Math Achievement	Free/Reduced Lunch MPI- 2015 Results	Free/Reduced Lunch MPI-2016 Results	Free/Reduced Lunch MPI-2017 Results	Free/Reduced Lunch MPI-2018 Target	Free/Reduced Lunch MPI-2018 Results
4th grade	385.42	377.88	399.2	408	
5th grade	332.65	341.94	331.58	380	
6th grade	303.49	363.83	371.43	375	

Comparison of Advanced/Proficient percentage of Science MAP Data (past 3 years)

| Grade Level	2014-2015 % Adv./Prof.	2015-2016 % Adv./Prof.	2016-2017 % Adv./Prof.	2017-2018 % Adv./Prof.	% of Increase or Decrease
5th Gr. Science	63.1%	45.9%	56.3%		

2016-2017 Science Advanced/Proficient percentage Achievement Target
63% of 5th grade students will score Advanced or Proficient.

2017-2018 Science Advanced/Proficient percentage Achievement Target
65% of 5th grade students will score Advanced or Proficient

Comparison of Science MPI Data (past three years)
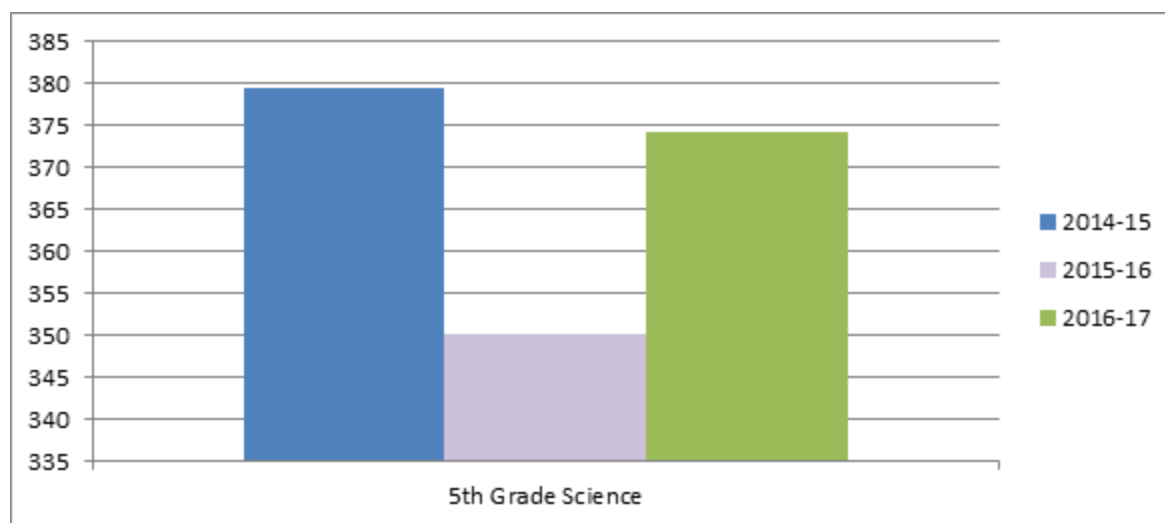
Grade Level	2014-15 MPI	2015-16 MPI	2016-17 MPI	2017-18 MPI	Increase or Decrease
5th grade	379.4	350.2	374.2		

2016-2017 MPI Achievement Target in Science
-5th grade Science students will score an MPI of 380

2017-2018 MPI Achievement Target in Science
**-5th grade Science students will score an MPI of 385**

Science Subgroup Achievement Results/Targets

Science Achievement	Subgroup MPI 2016 Results	Subgroup MPI 2017 Target	Subgroup MPI 2017 Results	Subgroup MPI 2018 Target	Subgroup MPI 2018 Target
5th grade	340.82	351	342.86	360	

Science Free/Reduced Lunch Achievement Results/Targets

| Science Achievement	Free/Reduced Lunch MPI 2015 Results	Free/Reduced Lunch MPI 2016 Results	Free/Reduced Lunch MPI 2017 Results	Free/Reduced Lunch MPI 2018 Target	Free/Reduced Lunch MPI 2018 Target
5th grade	350	345.16	344.21	360	

Comparison of Building MPI Data (past three years)
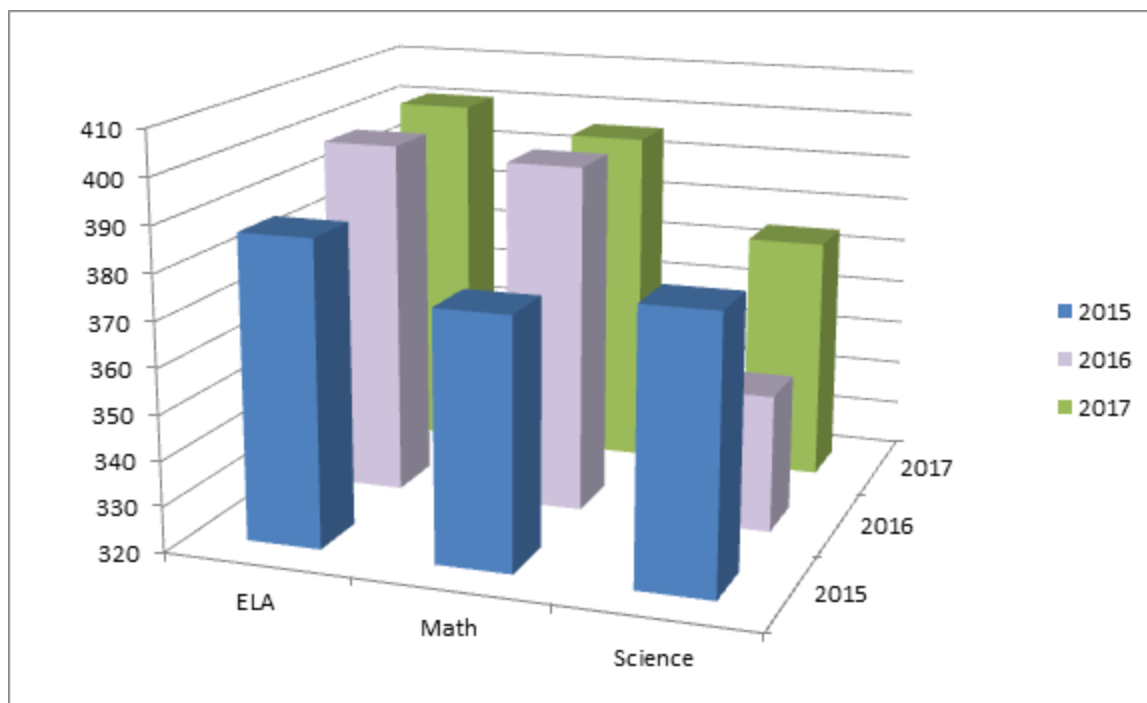
Content Area	2014-15 MPI	2015-16 MPI	2016-17 MPI	2017-18 MPI	Increase or decrease
ELA	387.1	398.7	400.7		+2
Math	374.4	396.8	395.6		-1.2
Science	377.8	350.2	374.2		+24

2017-18 CFA Growth Data

Math CFA Student Growth Data
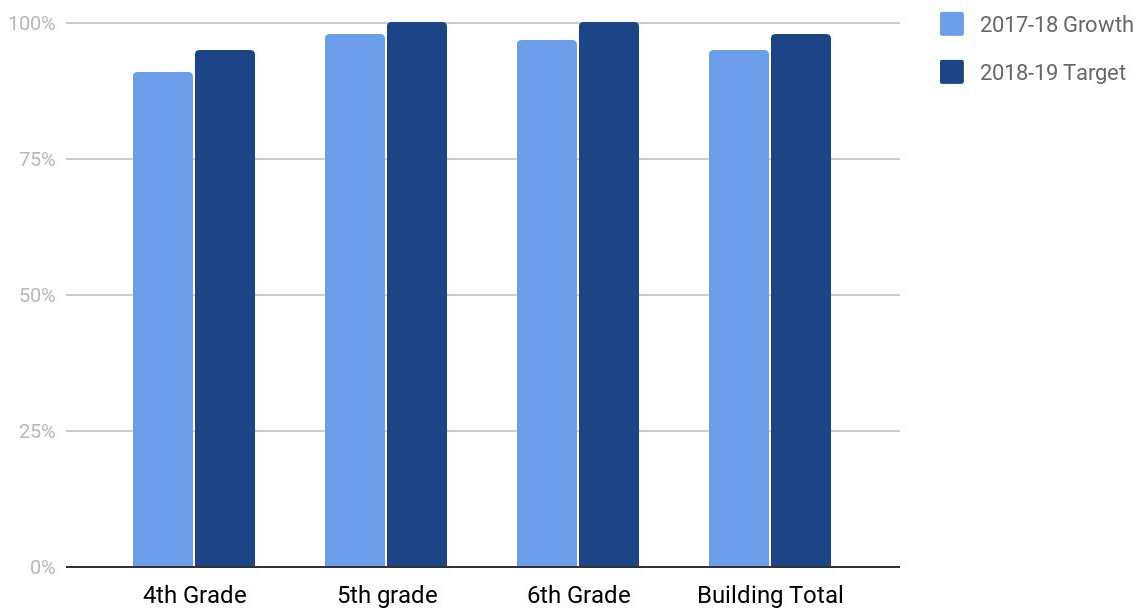
Math 2017-18

4th grade- 91% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.

> **2018-19 Target-** 100%

5th grade- 98.3% of students demonstrated growth from pre to post-test on an average of 9 common formative assessments.

> **2018-19 Target-** 100%

6th grade- 96.6% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.

> **2018-19 Target-** 100%

Building Total- 95% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.

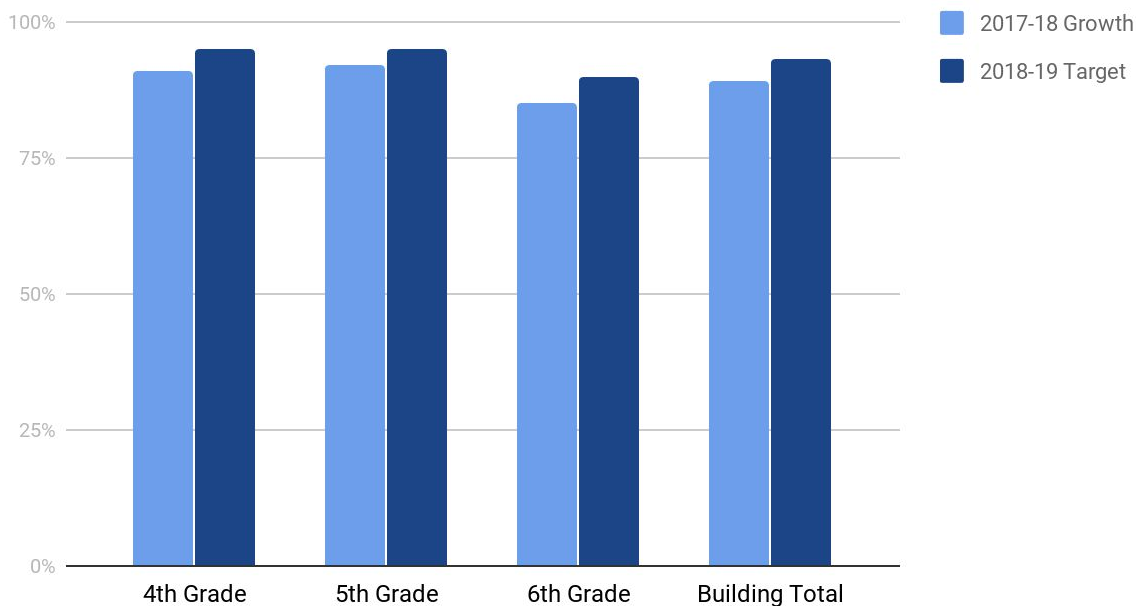**2018-19 Target-** 100%

ELA CFA Student Growth Data

ELA 2017-18

4th grade- 90.8% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.

2018-19 Target- 94%

5th grade- 91.8% of students demonstrated growth from pre to post-test on an average of 7 common formative assessments.

2018-19 Target- 95%

6th grade- 85% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.
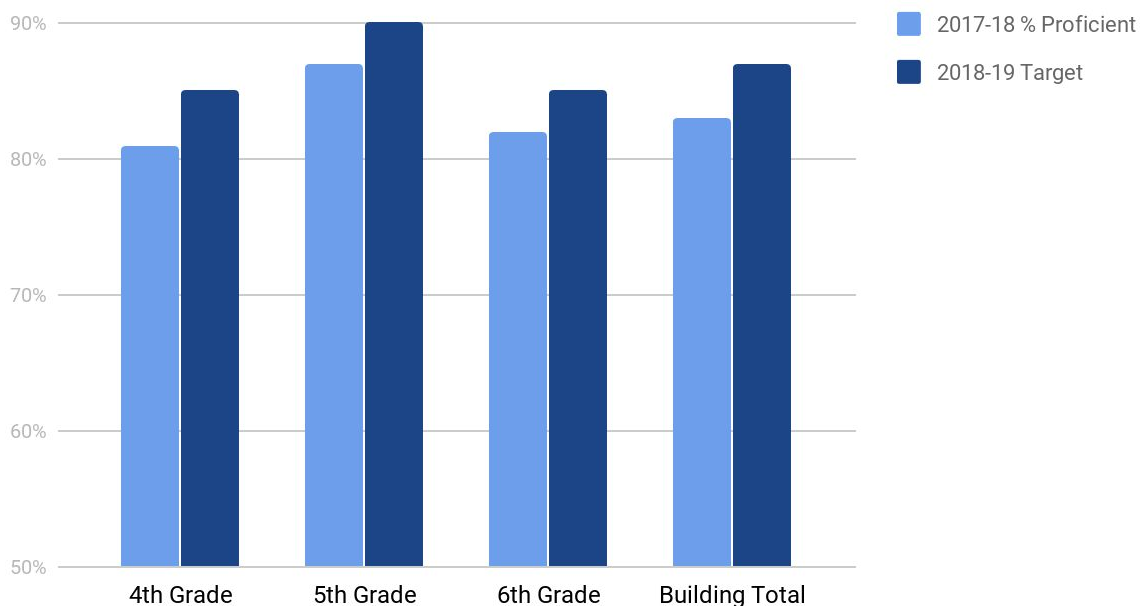
2018-19 Target- 90%

Building Total- 89% of students demonstrated growth from pre to post-test on an average of 6 common formative assessments.

2018-19 Target- <mark>93%</mark>

2017-18 Proficiency Data

Math CFA Proficiency Data

Math 2017-18

4th Grade- 81% of students performed at or above 80% proficiency on an average of 6 common formative assessments. <mark>Target- 85%</mark>
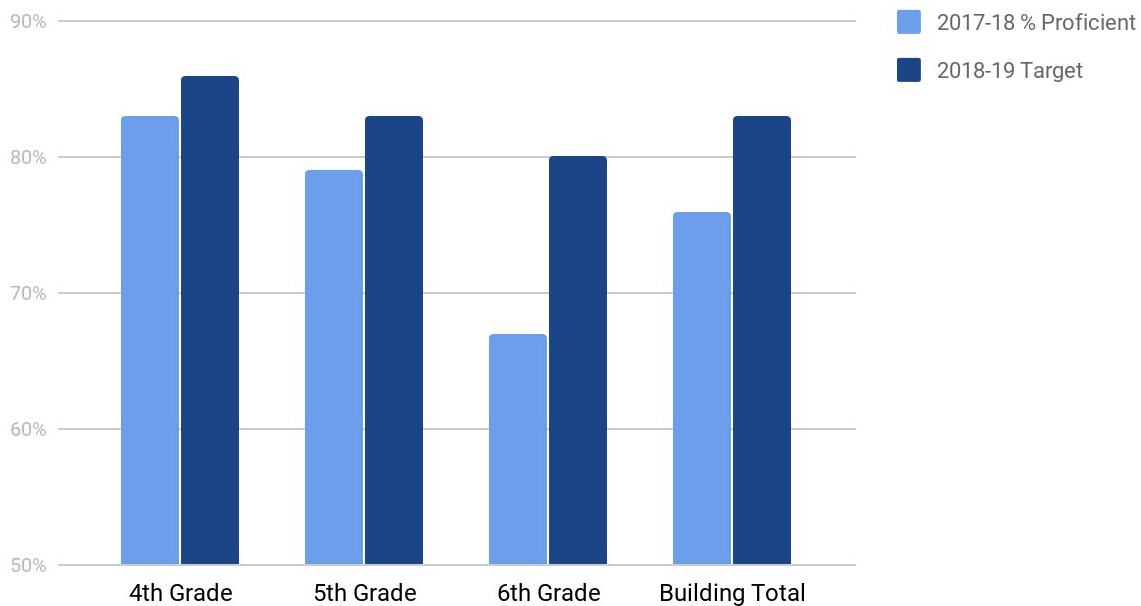
5th Grade- 87% of students performed at or above 80% proficiency on an average of 9 common formative assessments. <mark>Target- 90%</mark>

6th Grade- 82% of students performed at or above 80% proficiency on an average of 6 common formative assessments. <mark>Target- 87%</mark>

Building Total- % of students performed at or above 80% proficiency on an average of 6 common formative assessments. <mark>Target- 87.5%</mark>

2018-19 Target- <mark>87.5%</mark>

ELA CFA Proficiency Data

ELA

4th Grade- 83% of students performed at or above 80% proficiency on an average of 6 common formative assessments. Target- 86%

5th Grade- 79% of students performed at or above 80% proficiency on an average of 7 common formative assessments. Target- 83%

6th Grade- 67% of students performed at or above 80% proficiency on an average of 6 common formative assessments. Target- 80%

Building Total- % of students performed at or above 80% proficiency on an average of 6 common formative assessments. Target- 83%

2018-19 Target- 83%

Performance Goals

MAP

Goal: Develop and enhance quality educational/instructional programs to increase student MPI performance by 2-3% Academic Achievement and for the Super-Subgroup Achievement for each student cohort and subject area on the 2019 MAP test.

Objective: Students at Festus Intermediate School will meet or exceed their academic goals as determined by achievement targets.

Strategy 1: Continue to improve and implement consistent and rigorous curriculum; and implement and analyze common formative pre/post assessments aligned to Missouri's Learning Standards

Action Steps

1. Implement planned rigorous enrichment opportunities four days a week during AIE time incorporating Study Island, PBL(Project/Problem Based Learning) driving questions, STEAM, and Triumph On-line DOK 3 activities.
2. Analyze data, develop and assess curriculum needs, and deliberately collaborate best practices during weekly PLC, as well as district PD days
3. Partner with EdPlus (Brooke Prickett/Jamie Mehring) and MMD to receive professional development in technology, instructional, and STEAM activities and resources (October, February, March)
4. Focus on new building indicator 4.2 (Appropriate use of instructional resources to enhance students learning) and individual teacher chosen indicators. Continued conversations in regards to John Hattie's "Visible Learning for Teachers", and Mike Rutherford's "Artisan Teacher" and Eric Jensen's "Teaching with Poverty in Mind.

Monitoring

*Common Formative/Summative Assessments   (Teacher; minimum of 6 CFA's)
*Triumph On-Line Assessment (Teachers; ongoing)
*Professional Learning Community/Data Teams (Admin/Teachers)
*STAR Reading/Math Assessments (Admin/Teachers; min. of four windows per year)
*HOT Sheet data (Admin/Teachers; daily and weekly)
*Study Island (Teachers; ongoing)
*Google Forms (Teachers; ongoing)

Strategy 2: Identify specific (individual and grade-level) areas of weakness for 4th, 5th, and 6th grade ELA students as shown in MAP, STAR, and CFA data, with emphasis on subgroups such as free/reduced lunch, race/ethnicity, and special education. Strategies will be developed and implemented to address weaknesses as identified.

Action Steps

> 1. MAP/STAR results used to set individual student goals
> 2. Use STAR testing (min. 4 times per year) and Common Formative Assessments (min. six times a year) in identifying masterly levels and diagnostic needs-including IEP, free/reduced lunch and minority students. Submit CFA Worksheet document to identify subgroup students, assessment scores and intervention strategies.
> 3. Use Missouri Learning Standards in creation of IEP goals
> 4. Utilize Study Island lessons to support instruction in area of weakness
> 5. Provide academic assistance to individual/small group through AIE, enrichment, advisory and study hall sessions
> 6. Identify additional academic at-risk students to participate in school tutoring program through grades, teacher recommendation, and HOT sheet data
> 7. Use grade level IBD's from Athena to focus on areas of improvement.

Monitoring

> *Common Formative/Summative Assessments   (Teacher; minimum of 6 CFA's)
> *Triumph On-Line Assessment (Teachers; ongoing)
> *Professional Learning Community/Data Teams (Admin/Teachers)
> *STAR Reading/Math Assessments (Admin/Teachers; min. of four windows per year)
> *HOT Sheet data (Admin/Teachers; daily and weekly)
> *Study Island (Teachers; ongoing)
> *Google Forms (Teachers; ongoing)

Strategy 3: Identify specific (individual and grade-level) areas of weakness for 4th, 5th, and 6th grade Math students as shown in MAP, STAR, and CFA data, with emphasis on subgroups such as free/reduced lunch, race/ethnicity, and special education. Strategies will be developed and implemented to address weaknesses as identified.

Action Steps

> 1. MAP/STAR results used to set individual student goals
> 2. Use STAR testing (min. 4 times per year) and Common Formative Assessments (min. six times a year) in identifying mastery levels and diagnostic needs-including IEP, free/reduced lunch and minority students. Submit CFA Worksheet document to identify subgroup students, assessment scores and intervention strategies.
> 3. Use Missouri Learning Standards in creation of IEP goals
> 4. Utilize Study Island lessons to support instruction in area of weakness
> 5. Differentiate student abilities into Basic Math and Advanced Math in 6th grade
> 6. Provide academic assistance to individual/small group through AIE, enrichment, advisory and study hall sessions
> 7. Identify additional academic at-risk students to participate in school tutoring program through grades, teacher recommendation, and HOT sheet data

8. Use grade level IBD's from Athena to focus on areas of improvement.

Monitoring

*Common Formative/Summative Assessments   (Teacher; minimum of 6 CFA's)
*Triumph On-Line Assessment (Teachers; ongoing)
*Professional Learning Community/Data Teams (Admin/Teachers)
*STAR Reading/Math Assessments (Admin/Teachers; min. of four windows per year)
*HOT Sheet data (Admin/Teachers; daily and weekly)
*Study Island (Teachers; ongoing)
*Google Forms (Teachers; ongoing)

Strategy 4: Identify specific (individual and grade-level) areas of weakness for 4th, 5th, and 6th grade Science students as shown in MAP and CFA data, with emphasis on subgroups such as free/reduced lunch, race/ethnicity, and special education. Strategies will be developed and implemented to address weaknesses as identified.

Action Steps

1. Creating grade level curriculum maps
2. Aligning scope and sequence vertically in all grades
3. Using MAP and CFA data to assess areas of instructional improvement. Submit CFA Worksheet document to identify subgroup students, assessment scores and intervention strategies.

4. Continue to integrate STEAM and or PBL objectives/activities

Monitoring

*Common Formative/Summative Assessments (Teacher; minimum of 6 CFA's)
(Teachers: CFA's, ongoing)
*Current and newly revised curriculum
*Study Island (Teachers: CFA's; ongoing)
*Google Apps, such as Google Classroom (Teachers; ongoing)

Common Formative Assessments (CFA's)

Goal 1: Teachers will assess students on a minimum of 6 CFA's based on Missouri Learning Standards' priority standards during the 2018-19 school year.

Objective: Students will demonstrate their knowledge of the priority standards through pre and post common formative assessment data.

Strategies:

- Teachers will collaborate to develop at least 6 common formative assessments that are aligned to the MLS priority standards for their content area.
- Teachers will administer pre and post-CFA's to students.
- Teachers will analyze pre-test data to determine appropriate instructional strategies and will document data analysis using the CFA data spreadsheets (MAMA forms).
- Teachers will analyze post-test data to determine if additional interventions are necessary.

Monitoring:

- Teachers will analyze data between each pre and post-test cycle.
- Teachers will document data on the CFA spreadsheets.
- Teachers will share CFA data with students to plan appropriate academic goals.
- CFA spreadsheets will be shared with administration and monitored for progress.

Goal 2: 100% of students in Math and 93% in ELA will demonstrate growth from pre to post common formative assessment as evidenced by the 4 CFA categories- Proficient, Close to Proficient, Far to Go, Intervention.

Objective: Students will demonstrate growth in their understanding of the MLS priority standards.

Strategies:

- Students will receive instruction, intervention, and/or enrichment opportunities between pre and post-tests.
- Teachers will use various forms of instruction including: technology, cooperative learning, Project Based Learning, and STEAM to enhance growth between the pre and post-test.
- Students and teachers will use pre-test data to set growth goals for the post-test.

Monitoring:

- Data teaming collaboration and documentation during PLC meetings.
- Student/Teacher goal setting documentation.
- Pre and post test CFA data spreadsheets.

Goal 3: 87.5% of Math students and 83% of ELA will perform at 80% proficiency on each post common formative assessment.

Objective: Students will be able to demonstrate mastery of the priority MLS standards.

Strategies:

- Rigorous instructional methods will be used to promote higher level thinking skills.
- Teachers will utilize quick quizzes and/or exit slips to check frequently for understanding.

- Enrichment instructional strategies such as STEAM, PBL, and advanced grade level activities will be utilized to increase the depth of knowledge.
- Additional interventions will be provided after the post-test for students who did not perform at proficiency. These students will be allowed an additional re-test.

Monitoring:
- Continued data analysis and collaboration during PLC meetings.
- Monitoring post-test data.
- Administrator observations of research based instructional strategies in the classroom.

Instructional Resources and Support Services

Goal: Provide and maintain appropriate instructional resources and support services.

Objective: The Intermediate will support excellences in teaching, learning, and assessment through effective uses of technology.

Strategy 1: Provide additional resources and training with technology for students and staff.

Action Steps

1. Establish a plan to purchase additional chromebook carts with additional chromebooks to fill the existing carts.
2. Provide professional development and training on PD days and after school opportunities provided by Mrs. Whitehead and Mrs. Braddy within Google Apps for Education to better access and implement curricular needs.
3. Continue with STEMSCOPES for 6th grade Science

Monitoring

*Classroom and PLC observations and discussions
*Revise and update technology plan
*PD surveys

Social and Emotional Needs

Goal: Develop and enhance individual support for students' social and emotional needs

Objective: The Intermediate will offer and support staff professional development and various educational resources to assist in meeting the social and emotional needs.

Strategy 1: Provide Professional Development for staff

Action Steps

1. Continue conversations for each grade level on Eric Jensen's "Teaching with Poverty in Mind" and Trauma Informed Schools.
2. Offer in-district or outside professional development or training opportunities for administration and staff as needed. (Go Noodle, Brain Breaks, etc.)

Monitoring

*Classroom and PLC observations and discussions

Strategy 2: Provide additional options and resources for teachers and students

Action Steps

1. Develop a mental health resource guide w/ instructional strategies to assist diverse learners.
2. Sensory Items (possible options: noodle chairs, ball chairs, standing desk, weighted vests)
3. Alternative educational setting (Reflection time)
4. Discuss with counselors information/strategies pertaining to PD presentations.

Attendance

Goal : Festus Intermediate School will maintain a 90% or higher attendance rate for 95% of the student population during the 2018-19 school year.

Objective: Teachers, counselors, and administrators will work together to utilize resources and programs that promote healthy attendance habits.

Strategy 1: Continue to follow Festus Intermediate School attendance policy which is aligned to promoting a 90% by 95% attendance rate.

Action Steps:

1. Teachers will communicate with parents when students miss four or more days of school per semester and document their communication using SIS Parent Contact Log.
2. Counselors will communicate with parents when students miss six or more days of school per semester and document their communication using SIS Parent Contact Log.
3. Administration will send written communication to parents reminding them of the attendance policy when students miss 5 or more days of school per semester.
4. Administration will send a second written communication to parents when students miss 8-10 days of school in one semester. This communication will invite parents to participate in a parent conference and notify them of further resources or actions that will be utilized to increase their child's attendance rate.
5. Administration will send written notification at the beginning of the school year if their child did not meet the attendance goal in the previous school year. This letter will remind parents of the policy, notify them of their child's attendance rate, and inform them of interventions and incentives based on attendance.

Monitoring:

- Daily attendance reports shared by attendance secretary with administrators and counselors.
- Weekly attendance reports will be run through SIS attendance history by student.
- Weekly reports will be run to identify students above and below 90%.
- Email communication with teachers, counselors, and administrators concerning attendance status of students.
- SIS Parent Communication log

Strategy 2: Festus Intermediate School will work together with local agencies to reinforce positive attendance habits for students who fall below 90% attendance.

Action Steps:
1. Counselors and administrators will identify students who are not maintaining at least 90% attendance per semester.
2. Counselors and administrators will communicate with local agencies such as Children's Division, Jefferson County Juvenile Department, Circuit Court Judges, and school resource officers about identified students and make referrals for Truancy Court program.
3. Parents will receive written communication inviting them to participate in the Truancy Court program in increase their child's attendance rate.
4. Counselors, administrators, parents, students, and agency officials will participate in Truancy Court meetings on an as needed basis.
5. Findings such as attendance records, observations, surveys, and medical information from Truancy Court meetings will be documented and save in the student's attendance file.

Monitoring

- Attendance Records
- Parent Communication
- Truancy Court meeting documentation

Strategy 3: Administrators will use previous semester 90% by 90% data to identify student attendance needs for the upcoming semester.

Action Steps:
1. Administration will run 90% by 90% report at the end of each semester to identify students who did not meet the building attendance goal.
2. Administration and counselors will communicate with identified students and parents at the beginning of the semester.
3. Administration will send written communication to identified students and parents at the beginning of each semester to remind them of the attendance policy and expectations. This communication will also include resources to reinforce healthy attendance habits.

Monitoring:

- Previous semester 90% by 90% attendance reports
- SIS Parent Contact Log

Strategy 4: Administrators and counselors will provide home visits for families that cannot participate in Truancy Court or who continue to exhibit attendance concerns beyond the building policy.

Action Steps:

1. Administrators and counselors will monitor student attendance and identify students who are not maintaining a 90% attendance rate and have not participated in the Truancy Court program.
2. Administrators and counselors will provide written communication with parents offering home visit services to increase their child's attendance rate.
3. Administrators will seek assistance from Children's Division to provide resources during home visits.
4. Parents will complete a home survey and teachers will complete a school survey to assess the student's medical, emotional, behavioral, and academic needs.
5. During home visits, counselors and administrators will discuss the results of the home and school survey with parents and students and develop a plan to increase the child's attendance rate.

Monitoring:

- SIS parent communication log
- Home Visit letter and authorization
- Parent/Teacher surveys
- Home Visit documentation and attendance plan
- Individual student attendance records

Strategy 5: Administrators and counselors will provide incentives for students who improve their attendance rate from one semester to the next by reaching the 90% attendance goal.

Action Steps:

1. Administrators and counselors will monitor student attendance each semester and identify students who have increased their attendance rate to above 90%.
2. Students will receive an incentive for maintaining the 90% attendance rate for the remainder of the quarter.
3. Incentives will be given on a quarterly basis.

Monitoring:

- Previous quarter 90% by 90% attendance reports.

Committee Members

Kristen Driemeier- 4th grade lead teacher
Jennifer Schuenemann- 4th grade lead teacher
Pam Taylor-5th grade lead teacher
Becky Wallis- 5th grade lead teacher
Katie Drury- 6th grade lead teacher
Kari Wenstrom- 6th grade lead teacher
Jenny Brummer- Special Area lead teacher
Deana Brown- Assistant Principal
Spencer Kearns- Principal