

Mission:

The Indian River School District's mission is to ensure that all students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as world citizens through a partnership of students, parents, staff, and community.

Goals:

Increase student achievement through deep implementation of Delaware standards so that ALL students meet or exceed their fullest potential.

Increase student access to technology to continue the development of 21st Century college and career readiness skills.

Hire and retain a diverse, highly qualified staff and provide them the opportunities for continued learning and growth while working toward a shared vision.

Develop, provide, and monitor support and services for the district's most struggling students.

Create and maintain a safe, orderly learning environment that maximizes students' opportunities to achieve.



Measureable Goal	Person Responsible	Activities	Baselines	2016-2017 Target	2016-2017 Actual
<p>1. Increase student achievement through deep implementation of Delaware standards so that <u>ALL</u> student meet or exceed their fullest potential.</p>				State SBAC Target	State SBAC Target
<p>1.1 The percentage of <u>3rd, 4th and 5th Grade</u> students who exhibit or exceed the expected annual growth in <u>Reading</u> as measured by SBAC will annually increase.</p>	Administration and School Staff	<p>1.11 Improve student achievement by continuing to align the curriculum to the State Standards and by implementing research-based teaching strategies such as LFS NextGen.</p> <p>Fully implement the district's newly adopted ELA Curriculum, Benchmark Advance.</p> <p>Use scientifically research based instructional strategies to meet the specific needs of students during RTI.</p> <p>Pilot and Implement the school-wide approach to RTI.</p> <p>Improve instruction through data analysis as well as reflective dialogue about lessons and effective instructional strategies through an "Item Analysis" of Unit Assessments.</p> <p>Participate in "Article Study" opportunities and faculty meeting professional development opportunities throughout the school year.</p>	<p>SBAC 2016 Baseline</p> <p>3rd Grade Reading = <u>66%</u></p>	3 rd Grade Reading = <u>75%</u>	3 rd Grade Reading-
			4 th Grade Reading = <u>75%</u>	4 th Grade Reading = <u>78%</u>	4 th Grade Reading =
			5 th Grade Reading = <u>81%</u>	5 th Grade Reading= <u>84%</u>	5 th Grade Reading =
<p>1.2 The percentage of <u>3rd, 4th and 5th Grade</u> students who exhibit or exceed the expected annual growth in <u>Math</u> as measured by SBAC will annually increase.</p>	Administration and School Staff	<p>1.21 Fully implement the district's Math Curriculum, Bridges.</p> <p>Improve student achievement by continuing to align the curriculum to the State Standards and by implementing research-based teaching strategies such as LFS NextGen.</p>	<p>SBAC Baseline</p> <p>3rd Grade Math = <u>71%</u></p>	3 rd Grade Math = <u>76%</u>	3 rd Grade Math =
			4 th Grade Math = <u>66%</u>	4 th Grade Math = <u>76%</u>	4 th Grade Math =
			5 th Grade Math = <u>65%</u>	5 th Grade Math = <u>72%</u>	5 th Grade Math =

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		<p>Improve instruction through data analysis as well as reflective dialogue about lessons and effective instructional strategies through an “Item Analysis” of Unit Assessments.</p> <p>Implement Math RTI to address students’ mathematical strengths and areas needing improvement.</p>			
<p>1.3 The percentage of 4th and 5th Grade students who meet or exceed the standards in Science and Social Studies as measured by DCAS will annually increase.</p>	Administration and School Staff	<p>1.31 Integrate both Science and Social Studies concepts across content areas using a variety of texts, applying “Close Reading” to analyze and deepen their understanding of Science and Social Studies texts.</p>	<p>4th Grade Social Studies = <u>72%</u> 5th Grade Science= <u>55%</u></p>	<p>4th Grade S Studies = <u>75%</u> 5th Grade Science= <u>65%</u></p>	<p>4th Grade S Studies = 5th Grade Science=</p>
<p>1.4 The number of security incidents involving the Delaware System of Student Assessment (DeSSA) as evidenced by the online assessment security portal will annually decrease.</p>	Administration and School Staff	<p>1.41 Ensure that all staff members have been provided Professional Development around Test Security and the Testing Protocol.</p>	0 Security Incidents	Less Than 3 Security Incidents	
<p>1.5 RTI will be conducted at all school levels.</p>	Administration and School Staff	<p>1.51 Assure that ELA and Math RTI are functioning and that students are making progress.</p> <p>Monitor RTI through I-tracker and analysis of student data.</p>	<p>40 minutes per day; 5 times a week for ELA 30 minutes per day; 4 times a week for Math</p>	<p>40 minutes per day; 5 times a week for ELA 30 minutes per day; 4 times a week for Math</p>	
<p>1.6 The 90-minute required PLC period in which core teachers weekly participate will be closely monitored.</p>	Administration	<p>1.61 Develop and implement a system for tracking PLC data and activity.</p> <p>Staff members will maintain PLC Folders using Schoology.</p> <p>Administration will regularly attend PLC Meetings and provide grade-level teams with feedback.</p>	90 Minutes Each Week	<p>90 Minutes Each Week PLC Folders will be maintained using Schoology.</p>	

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2.0 Increase student access to technology to continue the development of 21st Century college and career readiness skills.					
<p style="text-align: center;">2.1</p> <p>The level of technology integration for teachers as measured by the District Tech survey will annually increase.</p>	Administration	<p style="text-align: center;">2.11</p> <p>Support tech integration through professional development and classroom coaching support.</p>	<p>Tier 1 – <u>40%</u> Teacher Productivity</p> <p>Tier 2 – <u>50%</u> Instructional Presentation</p> <p>Tier 3 – <u>12%</u> Student-centered Environment</p>	<p>Tier 1 – <u>35%</u> Teacher Productivity</p> <p>Tier 2 – <u>50%</u> Instructional Presentation</p> <p>Tier 3 – <u>15%</u> Student-centered Environment</p>	
<p style="text-align: center;">2.2</p> <p>The number/quality of, and the amount of feedback provided to teachers related to, learning walks within and between schools will annually increase.</p>	Administration	<p style="text-align: center;">2.21</p> <p>Collaborate with the Department of Instruction in conducting 6 District Snapshots.</p> <p>Provide staff with formative feedback through questioning techniques that require reflection as well as provided positive feedback.</p> <p>Provide opportunities for teachers to participate in Learning Walk Opportunities within our own school.</p>	8 District Snapshots	6 District Snapshots (2 District Team and 4 EME Team)	

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3.0 Hire and retain a diverse, highly qualified staff and provide them the opportunities for continued learning and growth while working toward a shared vision.					
3.1 The school will hire 100% of the units allocated by the State of Delaware through the unit count process in full compliance with state and local guidelines.	Administration	3.11 Identify qualified candidates, conduct interviews, and fill all positions earned via unit count.	Hired 100% of the Units allocated to East Millsboro	Hire 100% of the Units allocated to East Millsboro	
3.3 100% of the school's classes will be taught by highly qualified teachers.	Administration	3.31 Hire and retain highly qualified teachers.	100%	100%	
4.0 Develop, provide, and monitor support and services for the district's most struggling students.					
4.1 The percentage of students in all sub-groups that exhibit proficiency in Reading will annually increase.	Administration and School Staff	4.11 Monitor progress on district-wide assessments. Improve instruction through data analysis as well as reflective dialogue about lessons and effective instructional strategies through an "Item Analysis" of Unit Assessments as well as plan for the "Re-teach Week."	Students with Disabilities		
			3 rd gr. reading 2016 = 27% 4 th gr. reading 2016 = 19% 5 th gr. reading 2016 = 43%	3 rd gr. reading = 36% 4 th gr. reading = 36% 5 th gr. reading = 46%	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =

Measureable Goal	Person Responsible	Activities	Baselines	2016-2017 Target	2016-2017 Actual
		Use scientifically research based instructional strategies to meet the specific needs of students during RTI. Analyze and review student data both at PLC and IST Meetings. Implementation and monitoring of "Team Classrooms" in order to meet the diverse needs of students at the different grade-levels.	African American 3 rd gr. reading 2016 = <u>45%</u> 4 th gr. reading 2016 = <u>33%</u> 5 th gr. reading 2016= <u>58%</u>	3 rd gr. reading = <u>50%</u> 4 th gr. reading = <u>50%</u> 5 th gr. reading = <u>60%</u>	3 rd gr. reading = 4 th gr. reading 5 th gr. reading =
			Hispanic 3 rd gr. reading 2016 = <u>55%</u> 4 th gr. reading 2016 = <u>67%</u> 5 th gr. reading 2016 = <u>90%</u>	3 rd gr. reading = <u>60%</u> 4 th gr. reading = <u>70%</u> 5 th gr. reading = <u>80%</u>	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =
			Low Income 3 rd gr. reading 2016 = <u>68%</u> 4 th gr. reading 2016= <u>76%</u> 5 th gr. reading 2016= <u>81%</u>	3 rd gr. reading = <u>75%</u> 4 th gr. reading = <u>78%</u> 5 th gr. reading = <u>86%</u>	3 rd gr. reading = 4 th gr. reading = 5 th gr. reading =
4.2 The percentage of students in all sub-groups that exhibit proficiency in Math will annually increase.	Administration and School Staff	4.21 Monitor progress on district-wide assessments. Improve instruction through data analysis as well as reflective dialogue about lessons and effective instructional strategies through an "Item Analysis" of Unit Assessments as well as plan for the "Re-teach Week." Use scientifically research based instructional strategies to meet the specific needs of students during RTI. Analyze and review student data both at PLC and IST Meetings Implementation and monitoring of "Team Classrooms" in order to meet the diverse needs of students at the different grade-levels.	Students with Disabilities 3 rd gr. math 2016 = <u>36%</u> 4 th gr. math 2016 = <u>0%</u> 5 th gr. math 2016= <u>14%</u>	3 rd gr. math = <u>45%</u> 4 th gr. math = <u>45%</u> 5 th gr. math = <u>45%</u>	3 rd gr. math = 4 th gr. math = 5 th gr. math =
			African American 3 rd gr. math 2016 = <u>45%</u> 4 th gr. math 2016 = <u>47%</u> 5 th gr. math 2016= <u>33%</u>	3 rd gr. math = <u>50%</u> 4 th gr. math = <u>50%</u> 5 th gr. math = <u>52%</u>	3 rd gr. math = 4 th gr. math = 5 th gr. math =

Measureable Goal	Person Responsible	Activities	Baselines	2016-2017 Target	2016-2017 Actual
			Hispanic		
			3 rd gr. math 2016 = <u>64%</u> 4 th gr. math 2016 = <u>52%</u> 5 th gr. math 2016 = <u>71%</u>	3 rd gr. math = <u>70%</u> 4 th gr. math = <u>70%</u> 5 th gr. math = <u>65%</u>	3 rd gr. math = 4 th gr. math = 5 th gr. math =
			Low Income		
			3 rd gr. math 2016 = <u>69%</u> 4 th gr. math 2016 = <u>68%</u> 5 th gr. math 2016 = <u>66%</u>	3 rd gr. math = <u>75%</u> 4 th gr. math = <u>75%</u> 5 th gr. math = <u>75%</u>	3 rd gr. math = 4 th gr. math = 5 th gr. math =
4.3 The school's IST process will be well established.	Administration and School Staff	4.31 Complete all district-provided IST paperwork in a timely manner. Assign a case-worker to each student within the IST Process. Meet weekly with the IST to discuss student needs and next steps.	Review and revise the IST Process and made changes as needed/necessary to meet the needs of students.	Review and revise the IST Process and make changes as needed/necessary to meet the needs of students.	
5.0 Create and maintain a safe, orderly learning environment that maximizes students' opportunities to achieve.					
5.1 The school's student attendance percentage will be increased or, at a minimum, maintained.	Administration	5.11 Communicate the District's attendance policy to families via website, newsletters, Open House and meetings. Monitor tardies, absences and early dismissals. Meet monthly with visiting teacher to discuss attendance concerns/issues. Meet with families of those students who have attendance issues as well as the student and create Attendance Contracts;	2015- 2016- <u>95%</u>	2016-2017- <u>95%</u>	

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		<p>Meet with students via the school nurse and/or counselor to determine students concerns in regards to attendance</p> <p>Acknowledge students for "Perfect Attendance" through marking period Awards/Recognition.</p>			
<p>5.2 Each school's cleanliness rating as assessed during building maintenance inspections will annually increase.</p>	<p>Administration and Custodial Staff</p>	<p>5.21 Inspect school building on a regular basis with chief custodian and provide feedback to all staff members.</p>	<p>January <u>86%</u> May <u>89%</u></p>	<p>Maintain Score or increase the percentage.</p>	
<p>5.3 The number of office referrals will decrease by 5%.</p>	<p>Administration and School Staff</p>	<p>5.31 Explicitly teach school and classroom expectations via the PBS Plan.</p> <p>Conduct school-wide Code of Conduct Assemblies</p> <p>Implement individual behavior plans for those students who have been frequently referred to the office</p> <p>Analyze discipline data at PBS Team Meetings and reflect on school-wide strengths and areas needing improvement</p> <p>Acknowledge students each marking period through "Outstanding Behavior" Awards/Recognition</p> <p>Implement School-wide rules using common vocabulary as well as using the "Clip Up, Clip Down" Behavior Plan</p> <p>Implement a "Connect and Check" system in order to decrease the number of repeat offenders</p>	<p>ISS- <u>71</u> OSS- <u>45</u> Bus- <u>26</u></p>	<p>ISS- <u>67</u> OSS- <u>42</u> Bus- <u>24</u></p>	<p>ISS- OSS- Bus-</p>

