

**MSD of Martinsville  
School Improvement Plan**

**2022-2023**



**Bell Intermediate Academy**

*"Respectful, Responsible, Ready to Learn"*

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## **Executive Summary**

### **Public Law 221 General Information**

**CORPORATION:** Metropolitan School District (MSD) of Martinsville

**SCHOOL:** Bell Intermediate Academy

**ADDRESS:** 1459 E Columbus St, Martinsville, IN 46151

**PHONE:** 765-342-6675

**FAX:** 765-349-5236

**WEBSITE:** <https://www.msdoftmartinsville.org/bell-intermediate-academy/>

**COUNTY:** Morgan

**ORGANIZATION:** 5 - 6

**SCHOOL NUMBER:** 5925-6334

**ENROLLMENT:** 583

**PRINCIPAL:** Ryan Setterlof

**SUPERINTENDENT:** Eric Bowlen

**SUBMISSION DATE:** August 26, 2022

## **Narrative Description of the School & Community**

During the 2022-2023 school year, Bell Intermediate Academy (grades 5-6) will serve approximately 583 students in fifth and sixth grade in Martinsville, Indiana. Martinsville, a community of approximately 13,500 people, occupies a unique and advantageous location that affords its residents the quiet, relaxed atmosphere of a moderate-sized community as well as close proximity to Indianapolis and Bloomington, two metropolitan centers. Indianapolis, the state capital, lies thirty miles to the north via State Roads 37 and 67. Bloomington, home of Indiana University, is located twenty miles south on State Road 37. Bell Intermediate Academy is part of a district that includes seven elementary schools (K-5), one middle school (7-8), and one high school (9-12).

One principal and an assistant principal lead Bell Intermediate Academy. Thirty-six full-time teachers and two shared teachers are on staff. Two guidance counselors, one social worker, one media specialist aide, two secretaries, a full-time clinic aide, and ten special education/instructional aides serve the students. This includes a Champs room. The school utilizes the services of a registered nurse who is in the building two full days of the week, every other morning and is on call as needed. A speech and language therapist works with students needing services several times a week. In addition, a school psychologist meets with students one day a week.

Classes at Bell Intermediate Academy begin at 7:35 A.M., and end at 2:35 P.M., for bus

students and 2:45 P.M., for walkers/car riders. The school day is broken up into three blocks of ninety minutes, one related arts class of forty-five minutes, a Success period of forty minutes for RTI, and lunch for thirty-five. The school day begins with a "Team" class period during which students eat free breakfast, recite the Pledge of Allegiance, observe a moment of silence, receive their Chromebook, and prepare for the day. Students end their day with a "Team" class period during which students turn in their Chromebook and prepare for dismissal.

A transient and low-income population tops the list of challenges for Bell Intermediate Academy. With 56% of its population qualifying for Free and Reduced Lunch, Bell Intermediate Academy works with a number of students from low-income homes.

## **School's Purpose**

### **Mission Statement**

Bell Intermediate Academy will develop students who.....

- BELIEVE...in themselves to
- EMPOWER...each other to be
- LIFE-LONG LEARNERS...and
- LEADERS...ready to make a positive impact on their community!

## **Vision**

**We believe that the most promising strategy for achieving the mission of our school is to develop our capacity as a professional learning community. We envision a school in which ALL**

### **STAFF:**

- Work together interdependently in collaborative teams
- Provide a guaranteed and viable curriculum, unit by unit
- Seek and implement best practices aimed at improving student learning
- Monitor all student's progress through common formative/summative assessments
- Seek continuous improvement and professional development
- Develop a partnership with parents to improve and support learning

## **School Goals**

- 1. Use Success Time for remediation and extension instruction
- 2. Utilize verbal de-escalation interventions with classroom management plans
- 3. 50% or more of the students with Fall to Winter NWEA data on the Reading assessment will have an increase of 3 or more points
- 4. 65% or more of the students with Fall to Winter NWEA data on the Math assessment will have an increase of 3 or more points
- 5. Increase ILEARN proficiency scores by 5% in all content areas

The curriculum at Bell Intermediate Academy emphasizes language arts, math, social studies, science, physical education, health, fine arts, and technology. All students take reading, math, social studies, English, and science for the entire year. Students also participate in art,

physical education, computer science, communications, fine arts, STEM, and language culture. Sixth grade students who are interested in music can elect to take band, orchestra, or choir. These groups also perform for the school and around the community.

Bell Intermediate Academy strives to offer educational experiences that meet a wide variety of students' needs, interests, and abilities. Students have the opportunity to explore various clubs such as robotics, math/spell bowl, literature, and chemistry.

High-ability students are identified on the basis of standardized test scores from InView, potential based assessment; Terre Nova, performance based assessment; and teacher recommendations. Students who choose to be in the program receive services through enriched math/ELA classes at the 5th and 6th grade levels.

### **Educational Philosophy**

With the new configuration of only 6th graders at Bell Intermediate Academy, previously named Ronald K. Bell-East Middle School with 6th, 7th, and 8th graders, the school's educational philosophy is now focused on the "intermediate" level student, instead of the "middle" level student. The new philosophy includes:

1. The 5th and 6th Grade Academy functions as a "transition" venue in preparation of

middle school, where students enter a school designed to help them meet the challenges of transition through a developmentally appropriate environment that promotes student success, in preparing them for the next step, middle school.

2. While at the intermediate academy, students learn the procedures of secondary students at a pace that is advantageous for students of their age, experience level, and developmental level, while maintaining many elementary concepts and beliefs.
3. Bell Intermediate Academy's philosophy includes providing a safe, nurturing, and inspiring environment where all students will be successful.
4. Students transition into an intermediate mind-set, gradually gaining independence, responsibility, and organizational skills.
5. The sole focus of Bell Intermediate Academy is the students of that age and developmental level. Bell Intermediate Academy is focused on what is best for this age student, including curriculum, programming, schedules, activities, and staffing.
6. The Academy portrays an "elementary feel" at the beginning of the year as the students begin their journey transitioning to secondary life.

## **Curriculum**

Bell Intermediate Academy has re-designed the curriculum to fit the needs of the transition into an intermediate setting.

1. Content areas have created curriculum maps that are used to design lessons focused on



the Indiana Academic Standards. Teachers meet in weekly PLCs to discuss data, intervention/enrichment, instructional strategies, and common assessments. Teachers use a tight, loose, tight approach to curriculum and instruction.

2. 1:1 technology using Chromebooks
3. STEM FOSS Kits incorporated into the science curriculum
4. 80-minute blocks of LA and Math, and STEM/Social Studies
5. Students are organized in communities at the 5th level they share two core teachers (math/science and ELA/SS) and in 6th grade level they share three core teachers (ELA, Math, STEM/Social Studies)
6. All special education students are receiving service through inclusion classes.
7. All students have the opportunity to participate in Spanish.
8. One new related arts class (STEM) for all students.
9. All students receive Response to Instruction through Success Time, when students are re-grouped in math and language arts, based on the instructional needs of the students.
10. Accelerated 5th/6th grade math and ELA students are enrolled in enriched classes where they receive advanced grade-level curriculum.

### **Notable Achievements and Areas of Improvement**

As a sixth year intermediate school, we are still building upon our notable achievements

from the previous five years. BIA has transitioned fourteen 5th grade teachers from the elementary schools into the building along with approximately 340 students. During this transition, we have developed a rigorous curriculum that is aligned with grade level curriculum maps, data tracking, common assessments over identified power standards, and a tight loose tight approach to curriculum and instruction. The implementation of PLCs (professional learning communities) has allowed built-in time for teachers to collaborate on a weekly basis to ensure individual student needs are met with an our vs. my student approach to learning.

ILEARN data from the previous year has been reviewed and teachers are making adjustments to curriculum/instruction to ensure achievement gaps are closed in order for students to become more successful. Teachers will work closely with building administration and district instructional coaches to ensure classroom instruction is differentiated on a daily basis. The implementation of a building level RTI Team will allow for student progress to be monitored on a monthly basis.

## **Improvement Plan Stakeholder Involvement**

During the initial transition into the 5th/6th intermediate setting, a steering committee with representatives from all key areas of the building was selected. Members of this committee included teachers, community members, parents, and other school personnel. Responsibilities included taking surveys, providing feedback, collecting data, and writing responses. This information was reviewed for the current school improvement plan to ensure previous needs were analyzed based on the current state of the building. After this review, information gathered from parent/community feedback, staff and students needs, and the current mission/vision of the building were used to create the 2022-2023 improvement plan.

The BIA Leadership Team met on a monthly basis to discuss this information along with the development/implementation of PLCs. Professional Learning Communities encompass all aspects of the building while focusing on student learning. PLC Leaders worked collaboratively on a weekly basis to identify needs of improvement which were then brought back to the team for the current school improvement plan. The PLC process process ties closely to areas of improvement.

### **BIA PL221 Planning Process Meetings**

<b>Thursday, August 12, 2021</b>	<b>Vision, Mision, Beliefs, Curriculum/Instruction Expectations</b>
<b>Monday, September 6, 2021</b>	<b>ILEARN Review/Data Analysis</b>
<b>Thursday, October 7, 2021</b>	<b>PLC- Focus on grading policies</b>
<b>Monday, November 15, 2021</b>	<b>Professional Development Aimed at School Improvement</b>
<b>Monday, December 6, 2021</b>	<b>NWEA Data Review (Formative Assessment)</b>
<b>Monday, January 10, 2022</b>	<b>School/Teacher Communication - School Goal Analysis</b>
<b>Monday, February 7, 2022</b>	<b>Collective Commitment Review (Our vs. My)</b>
<b>Monday, March 7, 2022</b>	<b>Professional Development Aimed at School Improvement</b>
<b>August 12-25, 2022</b>	<b>Review and Edit Plan</b>
<b>Thursday, August 26, 2022</b>	<b>School Improvement Plan Submission</b>

### **Attendance Rate**

Bell Intermediate Academy strives to increase our attendance rate regularly. Our attendance rate is currently 88.96%. Several strategies have been implemented to help increase our attendance rate:

- Each week, the school leadership team analyzes student attendance and works collaboratively with teachers during monthly admin meetings.
- At the Nine Weeks Honors Program, students with perfect attendance are recognized.

- Finally, the students with perfect attendance for the entire school year receive a special lunch/breakfast.

The MSD of Martinsville has School Messenger, which is a computer based calling system. Every day, School Messenger calls those parents who did not report their children absent in the morning. The principal receives a daily report that shows the number of calls placed each day.

Beginning in 2018, BIA implemented the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly.

Attendance reports are automatically generated by our Skyward system. After a student's 8<sup>th</sup> absence, a warning letter is mailed home letting parents know their student's attendance status. After the 12<sup>th</sup> absence, an official letter is sent home and a copy is sent to the truancy officer. The letter states that for every absence after twelve, the parents must present the office with a doctor's note upon the child's return to school. The corporation's truancy officer helps the schools by contacting parents who are not being compliant.

In severe cases, the Truancy Advisor and/or Principal may make home visits to discuss with the parents the importance of sending their child to school. They may also discuss arranging pick up for children that have no way to school due to transportation issues.

### Enrollment By Grade

Grade	2019-20	2020-21	2021-22
Grade 5	331	265	276
Grade 6	336	306	284
<b>Total Enrollment</b>	<b>667</b>	<b>571</b>	<b>560</b>

## Technology

Technology plays an integral part in the delivery of curriculum and instruction at Bell Intermediate Academy. All students are assigned a chromebook at the beginning of the year and are responsible for the upkeep of the device. Students pick up their device from the charge each morning along with a case and carry it with them throughout the day. Each student has their own personal email address (school issued) along with a Google Account. This allows them to sign in to each of their teacher's Google Classroom for the day. Each teacher uses this to assign bellwork, classroom assignments/activities, assessments, etc.

Along with Google Classroom, teachers utilize many other technology platforms within their daily lessons. Exact Path and Study Island are two that allow students to work on their individual learning path based off of diagnostic assessments that are administered throughout the year. Along with these two, Edulastic is implemented daily to allow students to become

familiar with the necessary ILEARN technology enhanced questions/response mechanisms. This has allowed students to become more familiar with solving/responding to increased rigor at levels of DOK 3 and 4.

Over the past two years, Bell Intermediate Academy has budgeted CPF money to ensure all classrooms are equipped with a Smartboard. This device has allowed teachers to increase student engagement through the delivery of their lessons while providing an interactive experience for their students. In order to communicate efficiently and appropriately with parents, all staff members utilize Class DOJO or Skyward email to send weekly/daily notifications to parents. Daily announcements are emailed to parents and the BIA Twitter account is utilized to share the positive aspects of BIA. A monthly newsletter is sent home informing parents of upcoming information as well. This has increased the partnership with parents while allowing them to have access to the necessary materials for their students to be successful.

## **Safe and Disciplined Learning Environment**

Bell Intermediate Academy is a safe and disciplined school. Over the past two years, all video surveillance cameras have been replaced with additional cameras added to ensure all important areas of the building are recorded. The footage on these security cameras is viewed daily through a large television in the office, which is on during school hours. All exterior doors at BIA are locked. If visitors want to enter the building, they must ring a bell which alerts the

office staff of a visitor. The office staff uses the Aiphone system to show them the person that wants to enter the building. The office staff can speak to the visitor before authorizing access to them into the building. If it is safe for the visitor to enter the building, the office staff will unlock the door from their phone system and allow the person into the building. All visitors must sign-in at the office using our School Check-In System and obtain a visitors sticker. This allows all other staff members to see that the visitor has checked in at the office. If a person were to walk around the school without a visitor's sticker, staff members are to question the visitor and direct them to the office to sign in.

Each room in the building has an emergency kit that consists of an emergency manual, class roster(s), and guidelines for emergencies as well as phone numbers. Along with the emergency kits in each room, there is also an intercom (call) button that can be pressed to contact the front office. The intercom system has been completely replaced to start the current school year to ensure important messages can be conveyed in a timely manner.

BIA has one full-time clinic assistant along with a school nurse who is at the school two days a week. Two AEDs are located in the building (outside main gym/teacher workroom). All staff members have been CPR/AED certified.

Safety drills are practiced on a regular basis. A fire drill is practiced once a month as well as tornado drills and man-made disaster drills, which are being practiced each semester. Often, during fire drills, we "block" different exits out of the building so that the staff and students can strategize alternate routes in the case of a real fire in the building.

To ensure walkers and car riders are safe when exiting the building, buses are dismissed through four waves. Each wave has an assigned color and exit door to use. This reduces the



number of students in the hallway at the same time. After all buses have exited the back of the building, walkers are dismissed through door 7 to ensure they are away from cars and car riders are dismissed outside door 2. A coverage plan has been created for support staff to monitor all dismissal locations to ensure students are supervised when exiting the building.

The CPI (special education) as well as the secretary and principal all have walkie-talkies to communicate with each other. Often, we will refer to the TEAM when a child needs to be restrained using the Nonviolent Crisis Holds or when extra help is needed with a student. Nine staff members have been CPI trained and all IA's carry a walkie in order to communicate effectively.

In an effort to communicate to all of our families at once, the MSD of Martinsville has a calling service called School Manager. These systems allow principals to record messages and send "all calls" to the entire student population. This system also has a texting and e-mailing feature, which allows us to get our messages out to their home telephones, cell phones, and e-mail accounts.

Along with being safe, Bell Intermediate Academy is also disciplined. BIA has a school-wide behavior plan based on Positive Behavior Supports. Students have the opportunity to earn Gotcha Tickets for displaying the three R's on a daily basis (respectful, responsible, ready to learn). There is a raffle drawing at the end of each grading period. Students put their tickets in the prize box of their choice. An online classroom management spreadsheet to track infractions within the classroom setting. These infractions allow for information to be streamlined with administration to ensure students are being held accountable on a daily basis. Consequences such as teacher conference, note sent home, parent phone call, conversation

with principal, in school suspension, etc. could take place based on how many infractions a student receives during a nine week grading period. Students earning less than three infractions are rewarded at the end of each nine weeks with the opportunity to attend the quarterly celebration.

### **Increasing the Amount of Learning Time (RTI)**

Over the past two years, Bell Intermediate Academy has adjusted the daily schedule to ensure students have the maximum amount of time and support to be successful. All students participate in three 80 minute blocks of math, ELA and science/social studies. This change has allowed teachers to become experts in their content while aligning their practice to the PLC process.

Along with these blocks, students participate in a forty minute class to start each day. This Success time allows for RTI to be implemented with students receiving tier 2 or 3 interventions. Students are grouped based on common assessments to provide additional support in math/ELA.

## Parental Involvement

Bell Intermediate Academy welcomes parents into the building and strives to build and sustain positive relationships. The below experiences allows for BIA to continue to work towards this goal:

1. Monthly Parent Council meetings.
2. Grandparents' Night.
3. BIA Open House: Parents and students are welcomed into the building prior to the start of the school year to tour the building, meet their teachers and receive their schedule for the upcoming year.
4. Parents are welcomed to eat lunch with their students in the main office.
5. Parent Orientation: Parents follow their student's daily schedule while having an opportunity to meet teachers and hear about classroom/school expectations.

## Assessments

The most effective assessment BIA utilizes are formal and informal common assessments that are created and discussed during weekly PLCs. Teachers use the Indiana academic standards, item specs, and IDOE released items to develop rigorous common assessments aimed at improving students' performance. Below are additional assessments that assist in making data based decisions in order to close achievement gaps with students.

- **NWEA** – NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading and mathematics. NWEA is a computer-based

benchmark assessment given to students in grades 3-5 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

- **ILEARN** – ILEARN is an annual standardized, criterion-referenced test mandated by the state of Indiana for all students in grades 5-6. It is used as the basis for determining Adequate Yearly Progress. The ILEARN assessment measures the academic performance of students in English/language arts, mathematics, science, and social studies.

## **Professional Development**

Bell Intermediate Academy uses professional development opportunities to learn and grow as professionals. BIA incorporates professional development time each year to meet this goal. Below is a list of professional development opportunities the staff will receive during the 2022-2023 school year:

1. We will have staff meetings once a month that allow time for professional development and sharing.
2. The principal will meet with each grade level monthly to look at data and make data based decisions for the students in that grade level.
3. Teachers will meet weekly as a PLC (professional learning community) to review data, share instructional strategies, and discuss student achievement.
4. Teachers will receive updated school discipline data along with strategies to promote positive behaviors and relationships.
5. Instructional coaches will meet with teachers monthly to align classroom practices aimed at achieving school goals.

## **Opportunities for Teachers to be involved in Decision-Making**

In order to build capacity within our teachers, Bell Intermediate Academy believes it is critical for staff to have a voice in the decisions that are made. The below teams meet on a monthly basis to analyze school data, develop professional development focused on curriculum, monitor student behavior and safety, and plan student and staff convocations with a focus on a positive school culture.

### **Bell Intermediate Academy Curriculum and Instruction Team (PD)**

Rachele May	Amanda Gonzalez
Erin Steury	Karen Stine
Tiffany Oswalt	Amber Martin
Jenny Oakley	Michael Pratt
Amanda Kivett	

- Team members will focus on researching and implementing best teaching practices through monthly/weekly professional development. Team members will share practices that they have discovered informally and make suggestions to improve curriculum and instruction.

### **Bell Intermediate Academy Data / RTI Team**

Anita Douglass	Jill Richardson
Sally Wood	Tiffany Oswalt
Penny Smith	

- Team members will meet monthly/weekly to review data and make recommendations for RTI and testing. PLCs will play an important part to ensure students are provided a guaranteed and viable curriculum.

#### **Bell Intermediate Academy Social Committee Team**

Kariann Howard	Lisa Siderewicz
Audrey Collier	Melody Arnold
Michelle Newton	Mikayla Savage
Adam Brewer	Megan Barnhart
Phil R. Deckard II	Craig Cowden

- Team members will meet monthly to plan a staff social event. This can take place during the school day or outside contract hours. The focus will be on building relationships amongst the staff, provide support in times of need, and celebrate teacher accomplishments that occur throughout the school year.

#### **Bell Intermediate Academy PBIS Team**

Jill Richardson	Adam Brewer
Kariann Howard	Phil R. Deckard II
Audrey Collier	Craig Cowden
Michelle Newton	Erin Steury
Stephanie Johnson	Breanna Barker
Lori Bowlen	

- Team members will focus on providing positive behavior supports for students within the classroom and school setting. Team members will plan convocations, weekly/monthly/quarterly celebrations, and ensure classroom leadership plans are tied to the schoolwide PBIS system.

#### **Bell Intermediate Academy ILT (Instructional Leadership Team)**

Amanda Gonzalez	Rachelle May
Karen Stine	Amber Martin
Michelle Newton	Lori Bowlen

- Team members will meet monthly to discuss the progress of each PLC. This can take place during the school day or outside contract hours. The focus will be creating efficient and effective PLC meetings. The group will also get information from the Instructional Leadership team to share with the PLCs.

## **Comprehensive Needs Assessment**

Student and staff discussion as well as the ongoing monitoring of student data determined the needs of Bell Intermediate Academy. BIA completes a needs assessment as a part of the PL 221 Continuous school improvement process. The data is collected and analyzed to design the action plan goals. ILEARN, NWEA, STAR, and teacher created common assessments were used during the assessment. The needs assessment revealed the need to provide intervention for students not meeting benchmarks in the area of reading and math during Success, increase in rigor (higher levels of DOK 3-4), and more emphasis on writing/student reasoning. Action plan goals for the school improvement plan will reflect this needs assessment.

## Data Snapshot

### ILEARN - 5th Math (29% Passing - 21% Free/Reduced - 16% Special Education)

Based on the 2021-2022 ILEARN assessment data, 5th grade math performed below the state average of 41%. Along with this 29%, 21% of our free/reduced students passed the assessment and 16% of our special education students passed. In order to assist students close gaps, these two sub-groups will have additional interventions during Success and differentiated small groups after core instruction.

Name	Number of Students	Average Scale Score	Percent Proficient
Indiana	81078	6483	41
MSD Martinsville Schools (5925)	276	6470	29
Bell Intermediate Academy (5925_6334)	276	6470	29



### **ILEARN - 5th ELA (25% Passing - 20% Free/Reduced - 13% Special Education)**

Based on the 2021-2022 ILEARN assessment data, 5th grade ELA performed below the state average of 41% (BIA 25%). Along with this 25% pass rate, 20% of our free/reduced students passed the assessment and 13% of our special education students passed. In order to assist students close gaps, these two sub-groups will have additional interventions during Success and differentiated small groups after core instruction.

Name ▲	Number of Students	Average Scale Score	Percent Proficient ▲
Indiana	81099	5500	41
MSD Martinsville Schools (5925) 🔍	276	5473	25
Bell Intermediate Academy (5925_6334) 🔍	276	5473	25

## 5th Grade Math Winter NWEA Data = 49% Norm Grade Level Mean RIT

Based on the Winter NWEA assessment, 49% of our 6th grade ELA students are at or above the norm grade level Mean RIT score. Data will be analyzed and interventions will be designed to assist students in closing gaps. We expect this data to increase to approximately 59% by the Fall assessment during the 2022-2023 school year.

# Grade Report

Grade 5

Term: Winter 2021-2022

District: MSD of Martinsville Schools

School: BELL INTERMEDIATE

Norms Reference Data: 2020 Norms

Weeks of Instruction: 20 (Winter 2022)

Grouping: None

Small Group Display: No

Math: Math K-12

Summary											
Total Number of Students With Valid Growth Scores										272	
Mean RIT Score										213.1	
Standard Deviation										14.6	
District Grade-Level Mean RIT										213.1	
Students At or Above District Grade-Level Mean RIT										144	
Grade-Level Mean RIT										214.7	
Students At or Above Grade-Level Mean RIT										135	

Overall Performance											
Math: Math K-12											
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
count	%	count	%	count	%	count	%	count	%	(N: Smp Err)	
53	19%	48	18%	75	28%	56	21%	40	15%	212-213-214	14.6

## 5th Grade Reading Winter NWEA Data = 46% Norm Grade Level Mean RIT

Based on the Winter NWEA assessment, 46% of our 5th grade ELA students are at or above the norm grade level Mean RIT score. Data will be analyzed and interventions will be designed to assist students in closing gaps. We expect this data to increase to approximately 56% by the Fall assessment during the 2022-2023 school year.



## Grade Report

Grade 5

Term: Winter 2021-2022  
District: MSD of Martinsville Schools  
School: BELL INTERMEDIATE

Norms Reference Data: 2020 Norms  
Weeks of Instruction: 20 (Winter 2022)  
Grouping: None  
Small Group Display: No

Language Arts: Reading

### Summary

Total Number of Students With Valid Growth Scores	270
Mean RIT Score	207.5
Standard Deviation	13
District Grade-Level Mean RIT	207.5
Students At or Above District Grade-Level Mean RIT	141
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	124

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	49	18%	59	22%	69	26%	64	24%	29	11%	207-207-208	13

## ILEARN - 6th Math (50% Passing - 37% Free/Reduced - 19% Special Education )

Based on the 2021-2022 ILEARN assessment data, 6th grade math performed above the state average of 36% (BIA - 50%). Along with this 45% passing rate, 37% of our free/reduced students passed the assessment and 19% of our special education students passed. In order to assist students close gaps, these two sub-groups will have additional interventions during Success and differentiated small groups after core instruction.

Name	Number of Students	Average Scale Score	Percent Proficient
Indiana	82101	6503	36
MSD Martinsville Schools (5925)	280	6541	50
Bell Intermediate Academy (5925_6334)	280	6541	50

### **ILEARN - 6th ELA (30% Passing - 23% Free/Reduced - 11% Special Education)**

Based on the 2021-2022 ILEARN assessment data, 6th grade ELA performed below the state average of 39% (BIA 30%). Along with this 30% passing rate, 23% of our free/reduced students passed the assessment and 11% of our special education students passed. In order to assist students close gaps, these two sub-groups will have additional interventions during Success and differentiated small groups after core instruction.

Name	Number of Students	Average Scale Score	Percent Proficient
Indiana	82177	5517	39
MSD Martinsville Schools (5925)	279	5505	30
Bell Intermediate Academy (5925_6334)	279	5505	30

### **6th Grade Math Winter NWEA Data = 54% Norm Grade Level Mean RIT**

Based on the Winter NWEA assessment, 54% of our 6th grade math students are at or above the norm grade level Mean RIT score. Data will be analyzed and interventions will be designed to assist students in closing gaps. We expect this data to increase to approximately 59% by the Fall assessment during the 2022-2023 school year.



## Grade Report

Grade 6

Term: Winter 2021-2022  
District: MSD of Marlinsville Schools  
School: BELL INTERMEDIATE

Norms Reference Data: 2020 Norms  
Weeks of Instruction: 20 (Winter 2022)  
Grouping: None  
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	278
Mean RIT Score	220.5
Standard Deviation	14.9
District Grade-Level Mean RIT	220.5
Students At or Above District Grade-Level Mean RIT	141
Grade-Level Mean RIT	219.6
Students At or Above Grade-Level Mean RIT	149

Overall Performance		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		47	17%	55	20%	64	23%	61	22%	51	18%	220-221-221	14.9

### 6th Grade Reading Winter NWEA Data = 50% Norm Grade Level Mean RIT

Based on the Winter NWEA assessment, 50% of our 6th grade ELA students are at or above the norm grade level Mean RIT score. Data will be analyzed and interventions will be designed to assist students in closing gaps. We expect this data to increase to approximately 60% by the Fall assessment during the 2022-2023 school year.

## School Goals & Strategies to Support

### Find State Averages - Raise above it

Goal 1: By May 2023, Bell Intermediate Academy will raise the Student Proficiency Pass rate in 5th grade Language Arts by 10% (25% Prof/Advanced to 35% Prof/Advanced) as measured by ILEARN Results.
Goal 2: By May 2023, Bell Intermediate Academy will raise the Student Proficiency Pass rate in 5th grade math by 10% (29% Prof/Advanced to 39% Prof/Advanced) as measured by ILEARN Results.
Goal 3: By May 2023, Bell Intermediate Academy will raise student Proficiency Pass rate on 6th grade Language Arts by 10% (30% Proficiency Advanced to 40% Proficiency Advanced) as measured by ILEARN results.
Goal 4: By May 2023, Bell Intermediate Academy will raise student Proficiency Pass rate on 6th grade math by 5% (50% Proficiency Advanced to 55% Proficiency Advanced) as measured by ILEARN results.

#### Strategy 1 to Support School Goals

-Classroom teachers will analyze common assessment data to provide differentiated interventions in math/ELA during Success.

Activity (Action Steps)	Staff Responsible	Timeline	Resources @ Budget	Support
<ul style="list-style-type: none"> <li>-Common assessment data will be collected and analyzed during weekly PLCs</li> <li>-Highly effective instructional strategies will be shared</li> <li>-Math &amp; ELA teachers will establish differentiated small groups based on assessment data</li> <li>-Interventions will be delivered</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers (math, ELA, science, social studies, SPED, related arts)</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>-TBD based on instructional resources needed</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will be given time weekly to collaborate with their PLC</li> <li>-Professional development will be provided to assist teachers</li> <li>-SPED staff (teachers and aides) will work alongside teachers</li> </ul>

daily during Success  -Students will be reassessed and data will be analyzed to monitor student progress				
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<b>Strategy 2 to Support School Goals</b> -Classroom teachers will increase rigor in daily instruction and assess student knowledge with appropriate levels of DOK within common assessments				
<b>Activity (Action Steps)</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources @ Budget</b>	<b>Support</b>
-Teachers will collaborate and design lessons with appropriate levels of rigor based on state standards  -Teachers will use item specs and IDOE released items to design daily lessons and assessments  -Common assessment data will be collected and analyzed	-Teachers (math, ELA, science, social studies, SPED, related arts)	-Ongoing	-TBD based on instructional resources needed	-Teachers will be given time weekly to collaborate with their PLC  -Professional development will be provided to assist teachers  -Instructional coaches will work alongside teachers



during weekly PLCs				
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### Strategy 3 to Support School Goals

-Classroom teachers will design lessons with a focus on student reasoning/increase in writing.

Activity (Action Steps)	Staff Responsible	Timeline	Resources @ Budget	Support
<ul style="list-style-type: none"> <li>-Highly effective instructional strategies will be shared</li> <li>-Teachers will use the elements of effective lesson design to ensure student voice is heard while providing extended time to write across all content areas</li> <li>-Student writing will assessed on the 6+1 writing rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers (math, ELA, science, social studies, related arts)</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>-TBD based on instructional resources needed</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will be given time weekly to collaborate with their PLC</li> <li>-Professional development will be provided to assist teachers</li> <li>-Instructional coaches will work alongside teachers</li> </ul>



-Student writing will be shared				
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