

**Academic Plan**  
**School: Dalton Intermediate School**  
**Year: 2018-2019**  
**Accreditation Status This Year: Accredited**



**Accreditation Status 2018-2019 (Based on data from the 2017-2018 school year)**

Performance on each school-quality indicator is rated at one of three levels:

- **LEVEL ONE:** Meets or exceeds standard or sufficient improvement
- **LEVEL TWO:** Near standard or making sufficient improvement
- **LEVEL THREE:** Below standard

**ACCREDITATION BENCHMARKS (Adjusted Pass Rates)**

*English 75%*

*Mathematics 70%*

*Science 70%*

*History 70%*

**English Level One: At or Above Standard (Green)**

**Achievement Gap - English Level Three: Below Standard (Red)**

**Academic Achievement - Math Level One: At or Above Standard (Green)**

**Achievement Gap - Math Level Three: Below Standard (Red)**

**Academic Achievement - Science Level One: At or Above Standard (Green)**

**Chronic Absenteeism Level One: At or Above Standard (Green)**

**Graduation and Completion Index Level One: At or Above Standard (Green)**

**Dropout Rate Level One: At or Above Standard (Green)**

**English:** Areas in need of improvement in red:

Academic Achievement-English	All Students	Level One	Rate: 81.40
Achievement Gap-English	Black Students	Level One	Rate: 73.53 (R10)
Achievement Gap – English	Economically Disadvantaged Students	Level Two	Rate: 70
Achievement Gap – English	English Learners	Level One	Cumulative 3 Yr. Rate: 90
Achievement Gap – English	Hispanic Students	Level One	Cumulative 3 Yr. Rate: 76.92
Achievement Gap-English	Students with Disabilities	Level Three	Rate: 40.43
Achievement Gap – English	White Students	Level One	Rate: 84.05

**Math:** Areas in need of improvements in red:

Academic Achievement-Math	All Students	Level One	Rate: 77.91
Achievement Gap - Math	Asians	Level One	Cumulative 3 Yr. Rate: 92.31
Achievement Gap-Math	Black Students	Level Three	Cumulative 3 Yr Rate: 51.35
Achievement Gap – Math	Economically Disadvantaged Students	Level Three	Rate: 61.02
Achievement Gap – Math	English Learners	Level One	Too Small to qualify
Achievement Gap – Math	Hispanic Students	Level One	Cumulative 3 Yr. Rate: 83.33
Achievement Gap-Math	Students with Disabilities	Level Three	Rate: 40
Achievement Gap – Math	White Students	Level One	Rate: 81.63

**Science:** Areas in need of improvement in red:

Academic Achievement-Science	All Students	Level One	Rate: 82.03
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**Chronic Absenteeism Performance:** Areas in need of improvements in red:

Chronic Absenteeism	All Students	Level One	Rate: 10.32 Goal: Rate is 15% or lower.
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**IMPROVEMENT PLAN: ENGLISH**

**English Essential Actions**

Area of Improvement	Rate/Level	Goal(s)	Action Steps to meet goal:	Evidence of Progress:
Economically Disadvantaged Students	70.00/Level Two <i>Combined 7th/8th Grade Rates.</i>	(1) Increase student achievement of economically disadvantaged students.	<p>Create a school data wall with all DIS students represented.</p> <p>Establish English SOL test thresholds (3) and assign each student on the data wall to a tier (tier 1,tier 2,tier 3).</p> <p>Create a grade level English watchlist by documenting students falling into tier 2 and tier 3.</p>	<p>Completed data wall with students assigned to a tier.</p> <p>Grade 7 English watchlist. Grade 8 English watchlist</p>
		(2) Increase student achievement of our economically disadvantaged students.	<p>Increase student engagement through the use of:</p> <ul style="list-style-type: none"> <li>● project-based learning</li> <li>● academic learning centers</li> <li>● a flipped classroom</li> <li>● integrated lessons</li> </ul> <p>Monitor data wall and English watchlist by tracking student progress through benchmark tests,</p>	<p>Established English Benchmark tiering</p> <p>Quarterly Benchmark results</p> <p>2018-2019 7th &amp; 8th Grade Reading SOL test scores</p>

			<p>classroom assessments, and observations.</p> <p>Establish English Benchmark “tiering” thresholds, based on quarterly benchmark results, and identify students who remain in tier 2 and tier 3.</p> <p>Include the use of:</p> <ul style="list-style-type: none"> <li>• writing portfolios</li> <li>• weekly writing prompts</li> <li>• Reading &amp; Writing IXLs</li> <li>• Departmental meetings &amp; planning</li> </ul>	
		(3) Increase student achievement of our economically disadvantaged students.	<p>Make the following accessible to all students: Innovative learning, strategies through cross-curricular lessons planned collaboratively with English, science, history, PE, art, and STEM teachers and show a strong emphasis on reading and writing.</p>	<p>Lesson Plans</p> <p>Observations of lessons</p> <p>Quarterly Benchmark results</p> <p>2018-2019 7th &amp; 8th Grade Reading SOL test scores</p>

### English Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps to meet goal:	Evidence of Progress:
Black Students	73.53/Level One (R10)	(1) Increase student achievement of Black students in the area of English.	Create a school data wall with all DIS students represented.	<p>Completed data wall with students assigned to a tier.</p> <p>Grade 7 English watchlist.</p>

	<p><i>Combined 7th/8th Grade Rates.</i></p>		<p>Establish English SOL test thresholds (3) and assign each student on the data wall to a tier (tier 1,tier 2,tier 3).</p> <p>Create a grade level English watchlist by documenting students falling into tier 2 and 3.</p>	<p>Grade 8 English watchlist</p>
		<p>(2) Increase student achievement of Black students in the area of English.</p>	<p>Increase student engagement through the use of:</p> <ul style="list-style-type: none"> <li>● project-based learning</li> <li>● academic learning centers</li> <li>● a flipped classroom</li> <li>● integrated lessons</li> </ul> <p>Monitor data wall and English watchlist by tracking student progress through benchmark tests, classroom assessments, and observations.</p> <p>Establish English Benchmark “tiering” thresholds, based on Quarterly Benchmark results, and identify students who remain in tier 2 and tier 3.</p> <p>Include the use of:</p> <ul style="list-style-type: none"> <li>● writing portfolios</li> <li>● weekly writing prompts</li> <li>● Reading &amp; Writing IXLs</li> <li>● Departmental meetings &amp; planning</li> </ul>	<p>Established English Benchmark tiering</p> <p>Quarterly Benchmark results</p> <p>2018-2019 7th &amp; 8th Grade Reading SOL test scores</p>

		(3) Increase student achievement of Black students in the area of English.	Make the following accessible to all students: Innovative learning, strategies through cross-curricular lessons(that show a strong emphasis reading and writing) planned collaboratively with English, science, history, PE, art, and STEM teachers.	Lesson Plans  Observations of lessons Quarterly Benchmark results  2018-2019 7th & 8th Grade Reading SOL test scores
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### English Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps to meet goal:	Evidence of Progress:
Hispanic Students	70.0/Level Two <i>Combined 7th/8th Grade Rates.</i>	(1) Increase student achievement of our Hispanic students.  Create a Watchlist of Hispanic students in need of supplemental services.	Increase student engagement through the use of: <ul style="list-style-type: none"> <li>• project-based learning</li> <li>• academic learning centers</li> <li>• a flipped classroom</li> <li>• integrated lessons</li> </ul>	Quarterly Benchmark results  2018-2019 7th & 8th Grade Reading SOL test scores  List of Watchlist Students matched with Teacher Mentor published for administration at the school level and district level.
		(2) Increase student achievement of Hispanic students.	Students will initially be tiered and put on the Intervention Wall based on previous years' reading SOL test scores. Student progress will continue to be monitored through benchmark tests, classroom assessments and observations.	Quarterly Benchmark results  2018-2019 7th & 8th Grade Reading SOL test scores

			Establish Benchmark “tiering” thresholds to identify students who are at-risk.	
		(3) increase student achievement of our Hispanic students.	Innovative learning through cross-curricular lessons (that show a strong emphasis on reading and writing) planned collaboratively with English, science, history, PE, art, and STEM teachers.	Quarterly Benchmark results  2018-2019 7th & 8th Grade Reading SOL test scores

### English Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Students with Disabilities	40.43/Level Three <i>Combined 7th/8th Grade Rates.</i>	(1) Increase student achievement of students with disabilities in the area of English.	<p>Create a school data wall with all DIS students represented.</p> <p>Establish English SOL test thresholds (3) and assign each student on the data wall to a tier (tier 1,tier 2,tier 3).</p> <p>Create a grade level English watchlist by documenting students falling into tier 2 and 3.</p>	<p>Completed data wall with students assigned to a tier.</p> <p>Grade 7 English watchlist. Grade 8 English watchlist</p>

		<p>(2) Increase student achievement of students with disabilities in the area of English.</p>	<p>Increase student engagement through the use of:</p> <ul style="list-style-type: none"> <li>● project-based learning</li> <li>● academic learning centers</li> <li>● a flipped classroom</li> <li>● integrated lessons</li> </ul> <p>Monitor data wall and English watchlist by tracking student progress through benchmark tests, classroom assessments, and observations.</p> <p>Establish English Benchmark “tiering” thresholds, based on Quarterly Benchmark results, and identify students who remain in tier 2 and tier 3.</p> <p>Include the use of:</p> <ul style="list-style-type: none"> <li>● writing portfolios</li> <li>● weekly writing prompts</li> <li>● Reading &amp; Writing IXLs</li> <li>● Departmental meetings &amp; planning</li> </ul>	<p>Established English Benchmark tiering</p> <p>Quarterly Benchmark results</p> <p>2018-2019 7th &amp; 8th Grade Reading SOL test scores</p>
		<p>(3) Increase student achievement of students with disabilities in the area of English.</p>	<p>Make the following accessible to all students: Innovative learning, strategies through cross-curricular lessons (that show a strong emphasis reading and writing) planned collaboratively with English, science, history, PE, art, and STEM teachers.</p>	<p>Lesson Plans</p> <p>Observations of lessons</p> <p>Quarterly Benchmark results</p> <p>2018-2019 7th &amp; 8th Grade Reading SOL test scores</p>



**Action Plan Progress:**

<b>Area: English 7</b>	<b>2017-18 Accreditation Rate</b>	<b>BM 1</b>	<b>BM 2</b>	<b>BM 3</b>	<b>2018-2019 DIS Accreditation Target</b>	<b>2018-19 Accreditation Rate</b>	<b>Difference in 2017-18 and 2018-19 Rate</b>
<b>Economically Disadvantaged (N-Code)</b>	Rate:79.92	<b>64</b>	<b>70</b>		<b>82</b>		
<b>Black Students (B)</b>	Rate: 61.90	<b>54.4</b>	<b>63.25</b>		<b>70</b>		
<b>Hispanic Students</b>	Rate: 100%	<b>100</b>	<b>75</b>		<b>100</b>		
<b>Students with Disabilities (SWD)</b>	Rate: 38.46	<b>55</b>	<b>33</b>		<b>55</b>		

<b>Area: English 8</b>	<b>2017-18 Accreditation Rate</b>	<b>BM 1</b>	<b>BM 2</b>	<b>BM 3</b>	<b>2018-2019 DIS Accreditation Target</b>	<b>2018-19 Accreditation Rate</b>	<b>Difference in 2017-18 and 2018-19 Rate</b>
<b>Economically Disadvantaged (N-Code)</b>	Rate:63.46	<b>67.2</b>	<b>77</b>		<b>68</b>		
<b>Black Students (B)</b>	Rate: 66.67	<b>52.3</b>	<b>66.67</b>		<b>70</b>		
<b>Hispanic Students</b>	Rate: 50%	<b>66.67</b>	<b>100</b>				
<b>Students with Disabilities (SWD)</b>	Rate: 41.18	<b>18</b>	<b>54.54</b>		<b>55</b>		

## IMPROVEMENT PLAN: MATH

Math Essential Actions				
Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Black Students	51.35/Level Three <i>Combined 7th/8th Grade Rates.</i>	(1 )Increase Black student achievement in the area of math.	<p>Create a data wall with all students.</p> <p>Establish SOL test thresholds (3) to serve as the basis to “tier” all students.</p> <p>Create a math watchlist of students (tier 2 and tier 3) in need of supplemental services.</p> <p>Assign teacher mentors for math watchlist.</p> <p>Students’ progress will be monitored and reviewed through quarterly data meetings.</p> <p>Establish Benchmark thresholds to serve as evidence for student tier movement on data wall.</p>	<p>Quarterly Benchmark results</p> <p>Established SOL test thresholds</p> <p>Data wall available to all teachers - math students separated by established tiering system.</p> <p>List of Watchlist Students matched with Teacher Mentor published for administration at the school level and district level.</p>
		(2) Increase Black student achievement in the area of math.	<p>Science teachers will use bell ringers to reinforce and strengthen the student’s understanding of the material.</p> <p>P.E. teachers will help incorporate math concepts into their curriculum.</p>	<p>Lesson Plan review of cross curricular plans. (science/PE)</p> <p>Quarterly Benchmark results</p>

		(3) Increase Black student achievement in the area of math.	Students in tier 2 and 3 will be provided intervention/remediation through enrichment classes, small group and individual tutoring.	<p>Quarterly Benchmark results</p> <p>Updated data wall</p> <p>Watchlist - Documentation on Watchlist will include: identifying students receiving intervention services (enrichment classes, small group and individual tutoring).</p>
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**Math Essential Actions**

<b>Area of Improvement</b>	<b>Rate/Level</b>	<b>Goal(s)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>
Economically Disadvantaged	61.02/Level Three <i>Combined 7th/8th Grade Rates.</i>	(1) Increase math achievement for students who are economically disadvantaged.	<p>Create a data wall with all students.</p> <p>Establish SOL test thresholds (3) to serve as the basis to “tier” all students.</p> <p>Create a math watchlist of students (tier 2 and tier 3) in need of supplemental services.</p> <p>Assign teacher mentors for math watchlist.</p> <p>Students’ progress will be monitored and reviewed through quarterly data meetings.</p> <p>Establish Benchmark thresholds to serve as evidence for student tier movement on data wall.</p>	<p>Quarterly Benchmark results</p> <p>Established SOL test thresholds</p> <p>Data wall available to all teachers - math students separated by established tiering system.</p> <p>List of Watchlist Students matched with Teacher Mentor published for administration at the school level and district level.</p>

		(2) (1) Increase math achievement for students who are economically disadvantaged.	<p>Science teachers will use bell ringers to reinforce and strengthen the student's understanding of the material.</p> <p>P.E. teachers will help incorporate math concepts into their curriculum using various methods provided by the math department.</p>	<p>Lesson Plan review of cross curricular plans. (science/PE)</p> <p>Quarterly Benchmark results</p>
		(3) (1) Increase math achievement for students who are economically disadvantaged.	<p>Students in tier 2 and 3 will be provided intervention/remediation through enrichment classes, small group and individual tutoring.</p>	<p>Quarterly Benchmark results</p> <p>Updated data wall</p> <p>Watchlist - Documentation on Watchlist will include: identifying students receiving intervention services and the service they are receiving (enrichment classes, small group and individual tutoring - duration/frequency).</p>

**Math Essential Actions**

<b>Area of Improvement</b>	<b>Rate/Level</b>	<b>Goal(s)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>
Students with Disabilities	40.00/Level Three <i>Combined 7th/8th Grade Rates.</i>	(1) Increase the student achievement for students with disabilities in the area of math.	<p>Create a data wall with all students.</p> <p>Establish SOL test thresholds (3) to serve as the basis to "tier" all students.</p> <p>Create a math watchlist of students (tier 2 and tier 3) in need of supplemental services.</p>	<p>Quarterly Benchmark results</p> <p>Established SOL test thresholds</p> <p>Data wall available to all teachers - math students separated by established tiering system.</p>

			<p>Assign teacher mentors for math watchlist.</p> <p>Students' progress will be monitored and reviewed through quarterly data meetings.</p> <p>Establish Benchmark thresholds to serve as evidence for student tier movement on data wall.</p>	<p>Watchlist - Documentation on Watchlist will include: identifying students receiving intervention services and the service they are receiving (enrichment classes, small group and individual tutoring - duration/frequency).</p>
		(2) Increase the student achievement for students with disabilities in the area of math.	<p>Science teachers will use bell ringers to reinforce and strengthen the student's understanding of the material.</p> <p>P.E. teachers will help incorporate math concepts into their curriculum using various methods provided by the math department.</p>	<p>Lesson Plan review of cross curricular plans. (science/PE)</p> <p>Quarterly Benchmark results</p>
		(3) Increase the student achievement for students with disabilities in the area of math.	<p>Students in tier 2 and 3 will be provided intervention/remediation through enrichment classes, small group and individual tutoring.</p>	<p>Quarterly Benchmark results</p> <p>Updated data wall</p> <p>Watchlist - Documentation on Watchlist will include: identifying students receiving intervention services and the service they are receiving (enrichment classes, small group and individual tutoring - duration/frequency).</p>

**Action Plan Progress:**

Area: DIS Math-Math 7	2017-18 Accreditation Rate	BM 1	BM 2	BM 3	2018-2019 DIS Accreditation Target	2018-19 Accreditation Rate	Difference in 2017-18 and 2018-19 Rate
Black Students	45.45	35%	18%				
Economically Disadvantaged Students	50.0	30%	14%				
Students with Disabilities	23.08	50%	15%				

**Action Plan Progress:**

Area: DIS Math- Algebra I	2017-18 Accreditation Rate	BM 1	BM 2	BM 3	2018-2019 DIS Accreditation Target	2018-19 Accreditation Rate	Difference in 2017-18 and 2018-19 Rate
Black Students	60.0	32%	87.5%				
Economical ly Disadvanta ged Students	62.96	68%	84%				
Students with Disabilities	47.06	50%	83%				

