



# Indiana School Improvement Plan

## Cleveland Elementary School

### Elkhart Community Schools

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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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## Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The community of Elkhart is located in Elkhart County in north central Indiana. It is a mid-size city with a population of approximately 51,265 citizens. Elkhart is an attractive community with trees, parks, and two rivers running through the center of the community. Major highways, the Indiana Toll Road, railroad services, and an airport provide easy access to metropolitan areas such as Chicago, Indianapolis, and Cleveland while allowing community members to enjoy the unique benefits of small-town living in a suburban/country setting.

Important influences over the past several years include a shift in the city of Elkhart's total population with evident growth among the Hispanic population. Elkhart Community School's total enrollment is 13,147 students. The demographics for Elkhart Community Schools enrollment: Caucasian: 44.3%, Hispanic: 31.3%, African American: 15.4%, Multi-Racial: 7.6%, Asian: 1.2%.

There are a variety of commercial and industrial businesses and an assortment of educational and cultural opportunities available to all ages within the community. In addition, the area maintains a trained and willing work force supported by a varied manufacturing industry. Elkhart continues to be a the leader in the production of recreational vehicles, manufactured housing, trailers, and mini-motor homes. The top three major employers in Elkhart are Henkels & McCoy, Conn-Selmer, and Heartland RV.

The Elkhart Community School (ECS) district includes fourteen elementary schools (K-6), one of which is a STEAM school, three middle schools (7-8), two high schools (9-12), and the Elkhart Area Career Center, a vocational/technical school for high school students. Opportunities for students are also provided through the Elkhart Academy Elkhart Jr. Academy Program, as well as School Without Walls, an online curriculum management system allowing students to earn high school credit without traditional campus attendance. Under the leadership of Dr. Rob Haworth and a very involved board of school trustees, the schools adhere to the highest standards in educating the youth of the community.

Cleveland is the second largest elementary building in the district and has demonstrated a fairly steady enrollment pattern over the past six years. Cleveland is a kindergarten through sixth grade school located in the far northwest corner of Elkhart. Its boundaries stretch from the St. Joseph River on the south to the Michigan State Line on the north. Over the years, Cleveland's area has changed from a small rural area to a large suburban area that includes an extensive mobile home park, a large subsidized apartment complex, and several new housing developments. Approximately 95% of the students are transported to and from school by district busses. With a current school enrollment of 694 students, the school's demographics have remained nearly the same for the past five years.

The greatest impact for Cleveland over the past few school years has been the boundary changes which have had a direct impact given that we are no longer a satellite school for a small inner section of inner city Elkhart. Interestingly, though, the overall school make-up has not changed with the exception of the ESL student population.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission statement was revisited in the fall of 2008 by members of the School Improvement Team. The suggested changes were presented to all staff members in October 2008 for input and questions. All teachers voted on accepting the changes at that meeting.

Cleveland's Mission Statement reads:

The Cleveland School Community creates a learning environment that inspires all to become passionate learners and responsible citizens.

Vision

The vision for Cleveland's school community is built upon the work of Rick DeFour and Robert Eaker's Professional Learning Communities model. In order to establish a Professional Learning Community, there is an emphasis on Relationships, Shared Ideals, and a Strong Academic Culture.

Characteristics of Cleveland's professional learning community include:

- Shared mission
- Shared vision
- Shared values
- Participating in collective inquiry
- Working together in collaborative teams
- Being action oriented
- Sharing collective responsibility for student learning
- Focusing on results
- Modeling a commitment to continuous improvement

Beliefs

Knowledge

1. We believe in a comprehensive, integrated, and meaningful curriculum that prepares all students to become lifelong learners and productive citizens.
2. We believe students must have language arts and mathematics instruction supported by technology and other resources to develop skills in these academic areas.

Skills

1. We believe students need to apply the knowledge learned to develop lifelong skills.
2. We believe students must maintain an open mind and exhibit flexibility in their daily lives.

Attitudes

1. We believe in a learning environment that fosters respect and positive attitudes.
2. We believe in respect for ourselves and the diversity of others.

Habits

1. We believe students must take ownership for their actions.
2. We believe students should take pride in what they do and challenge themselves to be successful.

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## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Written expression is an area in need of improvement for Cleveland. At the end of the 2014-2015 school year, every grade level identified four genres of writing to focus on during each grading period and created a rubric to use with student writing. Writing is emphasized across all content areas with a special emphasis on students responding to literature using higher level thinking skills and questions from Bloom's Taxonomy. Teachers in upper grades are also focusing on students supporting their arguments with details and facts. Even with this emphasis, data related to written expression shows this as an area of relative weakness for our school. The district leadership team is investigating writing programs/curriculum to implement district wide.

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## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### Cluster Classrooms

High ability students in grades 1-6 are clustered with teachers who are trained in teaching high ability students. The program provides enrichment in language arts and mathematics within the setting of individual classrooms. Students are selected for the cluster classroom based on three data points: an off grade level IOWA score of 93% or higher, a Naglieri score of 75% or higher, and a teacher checklist and narrative. Professional development workshops and training are provided to designated teachers during the summer and throughout the school year. The purpose of clustering high ability students together in one classroom is to service high ability students with a teacher who has been trained in the best instructional practices for high ability learners. Students are also provided a differentiated curriculum while enriching the existing curriculum.

### Providing for Exceptional Potential (PEP)

In an attempt to meet the needs of Elkhart Community School's highest academic achievers, within three of the elementary buildings there is a PEP Program, and Cleveland is one of the three schools within the district housing the program. PEP classrooms are offered to identified students in grades two through six. The program provides enrichment and acceleration in all academic areas for students who demonstrate the potential for performing at an outstanding level of academic accomplishment. Students selected for the PEP Program are selected based on the results of a standardized norm-referenced test of academic achievement. Cleveland's curriculum is aligned with the College and Career Readiness Indiana Standards which incorporate and follow many of the Common Core standards. Elkhart Community Schools teachers use language arts and mathematics instructional calendars that include the standards to be addressed and a timeline to follow. The instructional calendars are also aligned with assessments to monitor student's progress. The purpose of the instructional calendars is to have teachers collaboratively plan and identify what they are to teach (specific indicators), set consistent grade level expectations, plan instruction with greater depth, and to plan instruction within a specific time frame. The goal is to make sure all students within a specific grade level are all learning the same concepts and skills.

### Special Education

Cleveland also has two mild interventions teachers and one intense intervention teacher. Students who are struggling academically are provided services once they are identified through testing. Many of the students are brought to the General Education Intervention (GEI) team and receive specific interventions to be implemented in the general education classroom. Once these interventions have been applied and documented, the school psychologist may test to see if additional support is needed. Students who are identified for special services are provided additional interventions both in the classroom and in a modified pull out classroom as deemed appropriate.

### ELL

Along with other elementary buildings within the district, Cleveland is implementing the English Language Proficiency Standards and assessments (WIDA) with all ELL students starting with the 2014-2015 school year. Although there is some pull out for students, a push-in model with the ELL teacher working together with the general education teacher in the classroom is being followed. Student progress is monitored with the LAS Links assessment. Even though we have seen great progress with students at Levels I and II, we continue to see less progress with students at Levels IV-VI. Students at these levels continue to struggle with comprehension, vocabulary development and writing. With the push-in model, we hope to address these concerns.

## Language Arts

The reading program is Houghton-Mifflin and the Journey's series. This is a basal reading program for students in grades K-6. The reading program encompasses the five scientifically based components of reading, it is a systematic program with explicit instruction for reading, writing, and grammar, spelling and it ensures students are reading more text on grade level. The Journey's program is a comprehensive, aggressive series that is geared to ensuring student growth in reading/language arts skills. Students in the PEP program use William and Mary for their language arts instruction. Each teacher has been scheduled a 90 minute reading block of time for whole group instruction, small group instruction (guided reading groups), read aloud, phonics, vocabulary development, grammar, language conventions, and responding to literature. In kindergarten through third grades, this is an uninterrupted period. In grades four through six, teachers have a 90 minute block that may be divided according to the building schedule. With an emphasis on writing, teachers are also including a 30 minute block of time for writing instruction in grades K-6. The foundation of the writing program includes incorporating the characteristics of the Simple 6 writing program along with components from the literacy framework.

## Mathematics

Cleveland's mathematics program is based on the Everyday Mathematics Program. It is a very successful program that teaches students more than one way to solve a problem. Concepts and skills spiral through the curriculum building higher order thinking and critical problem solving skills while engaging students in the learning process. Teachers in grades K-3 are also supplementing their Everyday Math instruction with John Van deWalle's Teaching Student Centered Mathematics, and Jessica Shumway's book Number Sense Routines. Students in the PEP program use Connected Math and the Trailblazers Math curriculum. In the summer of 2013, teachers received training in the "5 Easy Steps" focusing on the daily math review and the poster method for problem solving. Both of these components are being implemented across all grade levels for the 2014-2015 school year. The goal is to create a more balanced math program ensuring students are receiving the full range and balance of mathematical understanding and skills necessary to tackle challenging areas of focus with the new math standards. Included with this goal is the ability for students to write and explain how they solve problems in a clear and concise format. Professional development opportunities are offered through the district math liaisons and are scheduled by each building principal based on the specific needs of their teachers. Cleveland's math committee also identifies teacher needs and areas to be addressed through professional development.

## University of Notre Dame Math Study

For the past several years, Cleveland has been teaming up with Professor Nicole McNeil and her "math study team" from the cognition, Learning, and Development (CLAD) Lab at the University of Notre Dame. Professor McNeil is the director of the Education, Schooling, & Society program at Notre Dame, and she is a nationally recognized scholar in the area of mathematical thinking. She and her team have been working with a group of our students (with parental permission) to track their math achievement and algebra readiness. They have been providing us with general information about students' math achievement and the factors that influence our students' math achievement over time. They are using some of the findings from this work to inform the development of a math enrichment intervention for second and third graders. Once the intervention is fully developed and its efficacy is established, Professor McNeil will provide a copy to us to use with our students. The research seeks to identify what foundational skills in kindergarten are important for math achievement in later grades. Results from the first group of children tested during kindergarten and second grade suggest that the most important skills that predict future math achievement are number sets, number identification, and inhibitory control. Number sets and number identification are tasks designed to measure a child's intuitive understanding of numbers and relationships between numbers. Each year, they assess the children's math achievement using the Woodcock Johnson III Tests of Achievement Broad Math cluster. The assessment includes three sections: (a) Applied Problems, which assesses the ability to analyze and solve practical math, (b) Calculation, which assesses the ability to perform mathematical computations, and (c) Math Fluency, which assesses the ability to solve arithmetic facts quickly. The graphs below illustrate Cleveland students' progression in performance on these tasks, assessed from October to February, compared to the national average for their grade levels at the beginning and end of the school

year. As indicated Cleveland students are performing at or above the national average for all of these tasks. There were no differences in performance on these tasks based on race/ethnicity or free/reduced lunch status, suggesting that Cleveland Elementary is doing well at educating all of the students involved in the study.

## Social Studies & Science

The social studies and science standards are aligned with the Indiana Academic Standards, and both programs are integrated into the language arts curriculum. Sets of reading materials are provided for teachers to incorporate into their reading block of time with an emphasis on students reading non-fiction text. Elkhart Community Schools supports a full year science kit program at every grade level. Kits are delivered to each school on a ten week rotation. Grades K-1 have two kits and Grades 2-5 have three different kits each school year. The kits cover science design processes and skills, and life, physical, and earth / space science content.

The sixth grade teachers implement a more advanced science curriculum with new textbooks and science kits: SEPUP. This is an inquiry science curriculum that integrates science, math, and language arts. The curriculum supports student development in all three subjects. It is a powerful tool for meeting informational text standards in the Common Core. Science kits are actually boxes with all the materials teachers need to complete a set of engaging hands-on activities with their students over the course of ten weeks. All kits contain nonfiction reading materials and include some live creatures. The focus is on inquiry science using science notebooks. By emphasizing reading and writing within the science curriculum, we are continuing to support our language arts goals while also providing students with real world experiences.

## Technology

At the start of the 2012-2013 school year, Smartboards were installed in each classroom in grades three through six to enhance student learning. Each classroom has a teacher work station and in grades K-2, two to three student computers. A mobile computer lab with 30 computers is also available for teachers to use. The school has two computer labs that are used with large groups of students for whole group instruction, testing, and as students are working on special assignments. Cleveland teachers and students are beginning to use more interactive technology and software: such as, Smartboards. Several of the Special Education teachers also use Co-Writer, Alphasmart, Kidspiration, and Inspiration. All classrooms have internet access. In the beginning of the 2013-2014 school year, a technology instructional assistant was placed in each of the elementary schools with a curriculum to follow focusing on advancing the technology skills of students. The TIA teaches the students in grades kindergarten through sixth how to use the computer, proper typing techniques, PowerPoint, and other interactive technology. As we continue to use the interactive Smartboards in grades 3-6, we realize that they are also needed in the primary grades. This is a goal we need to continue to strive to reach.

## Extra Curricular

As part of the academic program, students participate in music, physical education, computer, library, and art classes. Extra-curricular activities include band, orchestra, Science Fair, Math Pentathlon, Robotics Club (one for primary grades and one for upper elementary), Math Bowl, Spell Bowl, the Green Council, Chess, Cleveland's News Team, and Knitting. Students in 5th and 6th grades also have the opportunity to participate in various after school sports.

## Data Teams

Teachers provide core instruction to the entire class, assess students' knowledge of concepts and skills, group students to re-teach, reinforce, and enrich using effective teaching practices. Teachers collect pre and post data and then meet with the principal to discuss the results of the data and the instructional strategies used with students during their Success Block period.

Elkhart Community School Corporation has been working closely with the Center for Leadership and Learning over the past eleven years. All certified staff members, including all administrators within the Elkhart Community Schools, are required to participate in three workshops: Power Strategies for Effective Teaching, Data Driven Decision Making, and Engaging Classroom Assessments. These three workshops are

the basis for improving instructional practices in the classroom, increasing student achievement, and providing interventions for struggling learners. With the exception of new teachers, all Cleveland teachers have attended all three workshops.

Grade level meetings are held twice each month for teachers to collaborate and plan for Success Block. Teachers analyze student data, collaborate on instruction, plan for grouping of students, plan for instructional assistants, and create both a pre and post test to administer. Although these are grade level meetings, they may include Special Education teachers and specials teachers (art, music, P.E.). The purpose of these meetings is to provide time for teachers to engage in meaningful conversations about student learning. Monthly, grade level teachers meet with both the principal and assistant principal in Learning Log meetings sharing their student data while talking about instructional strategies.

### Intervention

Struggling students are provided additional assistance via:

Daily 30 minute intervention block

Learning Log Meetings (discussion of instructional practices through student data)

General Education Intervention Team

Behavior Intervention Team

Extra assistance with the Special Education team of teachers

### GEI

Teachers bring the names of struggling learners to the General Education Intervention (GEI) team. Working with the team, research-based interventions are selected by the teacher to implement in his/her classroom over a specific period of time. Data is collected to measure the effectiveness of the interventions and monitor the students' progress. The team reconvenes to discuss the implementation, analyze the data, and select next steps for the student.

### Assessment Instruments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 10. It is used as the basis for determining Adequate Yearly Progress (AYP) and to show if students are making continuous progress.

Northwest Evaluation Association (NWEA)

NWEA is a normative assessment given three times per year for all grade levels. It is used to help teachers as they plan instruction for individual students to foster growth for all students.

LAS Links (ELL students)

LAS Links is administered to students in grades K-6 to accurately assess the academic and social language skills of English language learners. The assessment is given annually and provides detailed information on students' reading, writing, speaking, and listening skills.

SRI (2-6)

All students in grades 2-6 are administered the Scholastic Reading Inventory (SRI) to identify their base line reading and Lexile levels which is correlated to the College and Career Readiness Standards. Each grade level determines how often this test will be given.

Fountas & Pinnell Benchmarks (F& P: K-2))

F&P Benchmarks are formative assessments that may be administered to students in kindergarten through sixth grades. The test informs

teachers of the instructional reading levels of students and monitors their reading progress and growth throughout the year. These assessments are no longer required but many teachers choose to administer them in order to place students in guided reading groups.

Locally Developed Assessments (Data Team Pre & Post Assessments: K-6)

All teachers at Cleveland serve on grade level Data Teams. Each team focuses on a reading comprehension, writing, and/or math skill and selects effective teaching strategies as an intervention for struggling learners. Data Teams create pre and post assessments to measure student growth.

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## Self Assessment

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## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Score 2 We have a systematic approach to ensure student success; however, the process is NOT shared with all stakeholders. Not all stakeholders are involved in the process.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Score 2 Lack of support to implement and follow through with programs. Lack of total "buy-in" by ALL staff.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Score 2 Not all stakeholders are represented. Process is not shared with all stakeholders. Not all directives are followed . . . or held accountable.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

**Cite sources of evidence External Review team members may be interested in reviewing.**

1.1

Areas of Strength: Each teacher has a systematic approach to ensure student success.

Sustaining actions: Provide support to teachers to ensure student success.

Areas in need of improvement: Training teachers on the systematic approaches per grade level need.

Plans for improving areas of need: Provide teachers with ongoing professional development with a focus on highly effective teaching practices which engage students in the learning process.

1.2

Areas of Strength: Commitment by staff to shared values and beliefs about teaching and learning.

Sustaining Actions: Continued staff development on teaching strategies.

Areas in need of improvement: Lack of support to implement and follow through with programs. Lack of total "buy-in" by ALL staff.

Plans for improving areas of need: more high quality staff development.

1.3

Areas of Strength: Teachers create data profiles on students, which are used to identify goals, for instruction and achievement for individual students. SIT meets to discuss the schools improvement plan.

Sustaining Actions: Teachers continue to use data profiles to guide instruction to move students.

Areas in need of improvement: Leadership/SIT needs to share with all staff summary of progress. (Meeting minutes and findings.)

Plans for improving areas of need: Leadership, SIT and work to disseminate information in an effort to include all stakeholders in school improvement.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Governing body policies, procedures, and practices</li> <li>•Score 2.5 Concerns: We are not sure about compliance, fiscal responsibility, professional development of administration, etc. because that is not us.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Score 2.5 Concerns: Once again, we have no idea if administration systematically has professional development process.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> <li>•Score 3.5 Strengths: School days are smooth. Leadership gives teacher choice for certain processes (support us).</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Score 3.5 Strengths: Big sense of school community. Lots of high expectations.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Score 2.5 Concerns: Not effective communication with all stakeholders. No feedback in return from stakeholders.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Score 2 Concerns: Observation/Walk-throughs are not regular. Observation/Walk-throughs do not change teaching styles or habits even when they should be changed (emphasis is more on "how will this affect my pay?")."</li> </ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

2.1

Areas of strength: School administration generally follows set guidelines and policies for effective operation of the school. Administration provides professional growth opportunities for staff.

Sustaining actions: Continue to promote equitable and challenging learning experiences for all students. Policies and practices for monitoring effective instruction.

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Improvement areas: Knowledge of direction and oversight of fiscal management.

Plans for improving areas of need: Create a school and staff handbook.

### 2.2

Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest.

Sustaining actions: The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.

Improvement areas:

Plans for improving areas of need:

### 2.3

Areas of Strength: School days run smoothly. Leadership gives teacher choice for certain processes (with support if needed).

Sustaining actions: School improvement plan developed by the school. Agendas and minutes of meetings are recorded and provided.

Communications regarding board actions are provided, as well.

Improvement areas: Provide roles and responsibilities of school leadership.

Plans for improving areas of need: Provide opportunities for staff to give feedback regarding the functions of the governing body.

### 2.4

Areas of strength: Conveyed sense of school community. Staff holds students to high expectations.

Sustaining actions: Examples of collaboration and shared leadership. Examples of decisions aligned with the school's statement of purpose.

Examples of decisions in support of the school's continuous improvement plan.

Improvement areas: Higher standards of learning and implementation for science and social studies.

Plans for improving areas of need: A consistent writing program implemented.

### 2.5

Areas of Strength: School leaders' efforts result in a sense of community.

Sustaining actions: Involvement of stakeholders in a school improvement plan.

Improvement areas: Effective communication with all stakeholders.

Plans for improving areas of need: Provide opportunities for staff to get feedback from stakeholders.

### 2.6

Areas of Strength: Evaluations are consistently and regularly implemented. Teachers receive feedback on evaluations.

Sustaining actions: Supervision and evaluation documents with criteria for improving professional practice and student success performed.

Improvement areas: Having the same evaluator throughout a school year. Plans for improving areas of need: Use an audit checklist with feedback outside of evaluation system. (Administrators visit classrooms at other times during the school year besides during evaluations.)

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 1.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

# Indiana School Improvement Plan

Cleveland Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Concerns: Practices are not formally monitored. More cluster/high ability training/resources - ongoing. More support after observations/walk throughs, follow-up.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Score 2.5 Concerns: No time during day to collaborate. Desire to meet across grade-level. Not all staff come.</li> </ul>	Level 2

# Indiana School Improvement Plan

Cleveland Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Score 2.5 Concerns: Not all teachers list standards/ I can . . . statements.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	<ul style="list-style-type: none"> <li>•Score 1.5 Concerns: No mentoring after 1st year. Nor formal options from district or building.</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Score 2.5 Concerns: Teachers provide/try to programs - no to little parental involvement. Art show was great example of what this should look like.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Score 1.5 Concerns: No formal structure for individual students. No silent mentoring and that's only 20ish kids.</li> </ul>	Level 1

# Indiana School Improvement Plan

Cleveland Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Score 2 Concerns: Honor roll scales are all different. No standards-based report cards.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	•Score 1.7 - 1.5 Concerns: Not all staff do professional development. Informally happening.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services  •Data used to identify unique learning needs of students  •Score 2.2 - 2 Concerns: Kindergarten students are identified but not serviced. Not a lot of differentiation.	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Curriculum is guided by the Indiana Academic Standards and District curriculum expectations. Instructional programs for the general ed population and core instruction are district driven: e.g. Everyday Math program K-6, Houghton-Mifflin reading K-6, Pearson Social Studies, Science. There is no formal writing program.

3.1 Areas of strength: teacher instruction is guided by the Indiana Academic Standards, district curriculum, and district instructional calendars (reading). Teachers collaborate to create common equitable learning opportunities. Teachers consistently use data to adjust their instruction to meet the needs of students. ELL and Special Education staff collaborate with the general ed teachers and provide individualized instruction for English language learners and students with cognitive disabilities. The intervention opportunities during our success block are data driven and address remediation, re-teaching, and enrichment needs of students.

Sustaining actions: DOE content standards, blueprints, constructed response rubrics, and the district language arts instructional calendar; building level professional development focusing on highly effective teaching strategies are shared; analyzing data from summative (NWEA, ISTEP) assessments to guide teacher instruction, and implementing daily intervention blocks of time for learning interventions

Areas in need of improvement: day-to-day instructional differentiation in individual classrooms, a formal writing program, an instructional math calendar and a math program supporting fact fluency, creating highly effective lesson plans, on-going professional training for cluster and high ability teachers

Plans for improving areas of need: providing teachers with ongoing professional development with a focus on highly effective teaching practices which engage students in the learning process, expands learning to a deeper level of understanding, and prepares students for College and Career Readiness implementing a formal writing program, providing professional development for highly effective planning (UbD), working with central office to provide training for high ability students and providing resources for high ability teachers; implementing a writing program, implementing a fact fluency program

3.2 Areas of strength: teachers use student data to monitor student growth (DIBELS, running records, SRI, NWEA, ISTEP, textbook unit assessments, teacher created assessments), lessons are aligned to the standards, teachers use curriculum guides as provided (language arts only), teachers collaborate to ensure horizontal alignment,

Sustaining actions: rotating success block periods to meet the needs of students, engaging in grade level collaboration, administrators meeting with grade level teachers in learning log meetings

Improvement areas: vertical alignment is needed across grade levels, report cards need to be aligned with the standards, the Everyday Math curriculum needs to be more current and aligned more directly with the standards, there is a need for a mathematical instructional calendar

Plans for improving areas of need: working together with the district to create a standardized report card, new and current math program and a math instructional calendar; providing opportunities for building level vertical collaboration

3.3 Areas of strength: teachers plan and use a mix of instructional strategies, the use of technology as an instructional resource in some classrooms,

Sustaining actions; providing professional development on highly effective teaching strategies, monitoring lesson plans, administrative observations and walkthroughs (looking for students engagement, a mix of instructional strategies, and use of technology)

Improvement areas: technology as an instructional tool, higher level thinking throughout the building, expanding teacher repertoire of instructional strategies that are more aligned with the College and Career Readiness standards

Plans for improving areas of need: professional development re: highly effective teaching strategies, district technology training

3.4 Areas of strength: administrators formally adhere to the district evaluation policy, they ensure instruction is aligned with school's values, beliefs, and curriculum, administrators identify teacher leaders within the building in order to build a strong leadership team

Sustaining actions: formal evaluations (walkthrough and observations), monitoring lesson plans, providing opportunities for teachers to attend workshops and share information with staff

Improvement areas; provide teachers with more support following walkthroughs and observations,

Plans for improving areas of need: be more visible and engaged with students in their learning process; meet with teachers and provide support following formal evaluations; observe in classrooms when not conducting form evaluations on a consistent basis

3.5 Areas of strength: building wide committees (curriculum, character, and community service) are scheduled to meet monthly, opportunities are provided for teachers to collaborate weekly,

Sustaining actions: agendas, minutes, calendars

Improvement areas: need for vertical alignment and provide opportunities for teachers to meet across grade levels

Plans for improving areas of need: use staff meetings to provide time for teachers to collaborate vertically,

3.6 Areas of strength: teachers meet with students to discuss progress and identify learning goals; many classrooms have student target goals visible on what students are learning; many classrooms, students have individual data folders in which they monitor and graph their progress

Sustaining actions: requiring individual data folders, requiring student data to be displayed publicly, requiring daily target goals to be written and visible for students

Improvement areas: ensuring all students maintain an individual data folder, identify learning expectations using common language

Plans for improving areas of need: standards are to be written in teacher/student language and posted daily for reading, math, and writing; create a unified format for teachers to follow when displaying standards

3.7 Areas of strengths

Sustaining actions

Improvement areas; this is an entire area that needs improvement within our building

Plans for improving areas of need: identify building leaders who can mentor new teachers and support teacher needs beyond the first year; assign new teachers a building mentor; provide opportunities for teachers to visit other classrooms both within and outside the building

3.8 Areas of strength: on-going communication from school to home with a weekly communication folder (newsletter and flyers), Facebook page and school web site, use of phone tree to relay information in a timely manner

Sustaining actions: weekly communication folder, Facebook page

Improvement areas: need to update and keep current school web site; more continuous use of phone message/ "all call" system; gather parent feedback through surveys/focus groups; host parent nights on various topics of interest noted through surveys (such as reading, math, bullying, etc.)

Plans for improving areas of need: updating web site, keeping Facebook current, conduct parent and student focus groups; host parent nights; require classroom newsletters

3.9 Areas of strength: teachers build positive relationships with students in their classrooms; some teachers sponsor clubs for students

Sustaining actions: teachers continue to build positive relationships with students; continue creating more clubs with opportunities for all students to get to know one another and other adults in the building

Improvement areas: provide opportunities for students to connect with adults other than their teacher during the day

Plans for improving areas of need: assign staff mentors to students within the building

3.10 Areas of strength: report cards are sent home quarterly and in grades 4-6, mid-terms are sent home each quarter; grades are entered into PowerSchool to keep parents informed

Sustaining actions: continue with current practices

Improvement areas: need for standards based reports cards, need for common grading scales and honor roll scales

Plans for improving areas of need: form a committee of teachers to address the grading and honor roll scales; share information with students and parents; work with district on moving toward a more standards based report card at the elementary level

3.11 Areas of strength: professional development is provided within the building for all staff once a month; professional development is aligned with school goals

Sustaining areas: on-going monthly professional development for staff

Improvement areas: include more teachers in professional development opportunities; provide more time for professional development

Plans for improving areas of need:

3.12 Areas of strength: Special Education and ELL teachers collaborate with grade level teachers; teachers analyze student data and discuss various learning needs of students during collaboration; on-going success block periods provide more small group instruction (remediation, re-teaching, and enrichment)

Sustaining areas: success block periods, push -in opportunities, co-teaching with ELL

Improvement areas: daily classroom differentiating for students, modifying and adapting materials for students, providing more support for kindergarten students

Plans for improving areas of need: writing lesson plans incorporating UbD which will address differentiating instruction; keep kindergarten enrollment smaller in order to provide more small group and individual instruction

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### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Score - 2 Qualified professionals are sufficient in numbers and fulfillment of their roles and responsibilities. The process in place for support staff lacks purpose and direction. Perhaps involving others (teacher leaders) within the hiring process, this may achieve it's desired purpose and outcome.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Score - 2 Efforts are not continuous in regards to improvement of instruction and operations in order to make improvements in this area for teachers K-2 and special ed need better technology, updated resources and materials.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Score 3 Custodial staff fulfill and maintain safety within the building and provide proper communication with all stakeholders.	Level 3

# Indiana School Improvement Plan

Cleveland Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Score 2.5 Limited amount of resources that limit the information and assistance available for students.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Score 2 Limited amount of resources that limit the information and assistance available for students.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Score 2 The identification process of the needs of students (emotional needs).	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Score 2 Beginning the process of monitoring student needs would assist in improving career planning.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

4.1

Areas of Strengths: The support staff we have are all very flexible and qualified.

Sustaining Action: We do utilize them for Success block.

Areas in need of improvement: Support staff lack purpose and direction, we need more support staff and need to utilize the support staff more efficiently, teachers would like the ability to use support staff for instruction other than Success (more like intervention Thursday).

Plans for improving areas of need: Teachers think it would be much more valuable to use support staff for interventions rather than Success all day. They don't have any time to do anything other than Success.

## 4.2

Areas of Strengths: We have plenty of instructional time with core reading, writing, and math that can be split up into solid blocks of instruction time. 3-6 teachers do utilize smart boards for instructional purposes on a daily basis.

Sustaining Actions: Schedule lunches and Success blocks intentionally to allow large chunks of time for instruction, continue to find new ways to integrate technology/smart boards into classroom instructions, PD on Google docs/other forms of technology.

Areas in need of improvement: We need a writing curriculum and an updated math curriculum that covers the new college and career readiness standards. Fact fluency is very weak across all grade levels. K-2 and mild special education need more access to technology (smart boards are a huge benefit to teachers!!).

Plans for improving areas of need: grant writing???

## 4.3

Areas of strengths: Custodial staff fulfill and maintain safety within the building and provide proper communication with all stakeholders.

Sustaining Actions: continue positive rapport and friendly contact with custodial staff to make them aware of needs and vice versa, following building safety policy and procedures.

Areas in need of improvement: Staff and students do not always take responsibility or are not held accountable for maintaining safety and cleanliness expectations around the building.

Plans for improving areas of need: Utilize the PBIS time on the first or second day of school to rotate kids through the PBIS check points to explain expectations.

## 4.4

Areas of Strengths: Students have access to computers/lap tops with internet to use for learning, data base in library for looking up books by topic, qualified staff are available to help students use these tools.

Sustaining Actions: Continue to look for new resources for students to have opportunities to use, keep accurate/Consistent reports of maintenance issues with technology.

Areas in need of improvement: K-2 need smartboards, more classroom lap tops.

Plans for improving areas of need: grant writing?

## 4.5

Areas of Strengths: For teachers that have Promethian boards are modern and fully functional.

Areas in need of improvement: We need the district to improve and implement a functional infrastructure.

Plans for improving areas of need: Teachers attend PD's on tech.

## 4.6

Areas of strengths: Within the special education program, students do receive a lot of support for physical and emotional needs.

Sustaining actions: PBIP, BIT team, part-time behavioral specialist.

Areas in need of improvement: Students who aren't identified as special education SOMETIMES lack the support they need (some students do have behavior charts), process for identifying students' needs could be improved. Time out room, additional personnel, out of class study hall, adequate space for wheelchairs.

Plans for improving areas of need: restructure GEI and BIT.

## 4.7

Areas of strengths: JA for a Day, School personnel determine students who need counseling, GEI team meetings, college visits.

Sustaining actions: Keep programs that are in place.

Areas in need of improvement: Measure program effectiveness for students who are receiving counseling and other interventions. We need

a school counselor, Mentor program.

Plans for improving areas of need: CARES?, JAG, system of care.

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### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 1.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Score 2</li> <li>The tests scores for standardized assessments do not come back to us in the timely manners to sue with students to improve skills.</li> <li>Are all tests _____ reliable and bias free.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Score 3</li> <li>Data is used/collected to drive instruction. Support staff is included in the implementation of gleaned skills need for success block groups.</li> <li>Multiple assessments are used to collect student performance data.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Score 1.5</li> <li>Support staff is not trained in data evaluation, interpretation, and use of data.</li> <li>We, as professionals, learn many programs but the rigor of follow through and systematic evaluation of programs is not part of the process.</li> </ul>	Level 1

# Indiana School Improvement Plan

Cleveland Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Score 2 In third grade, IREAD is used to determine readiness for the next grade-level. There is no other continuous process used to determine perceived success at the next level. We have individual systems in place, but these systems aren't consistent from grade-level to grade-level.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	•Score 1.5 Who are the "stakeholders?" If we are including community members as well as school personnel, students and parents, we are at a lower level. We try to involve community, but this is a huge endeavor. We need better technology to support student learning - but this isn't necessarily reported in formal communication to all stakeholders.	Level 1

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

5.1

Areas of strength: School personnel uses and assessment system which produces data from multiple assessment measures about student learning and school performance. The system provides consistent measurement across classrooms and courses. NWEA is used to assess individualized academic growth. Data results are used to re-teach skills during Success Blocks and small group intervention.

Sustaining actions: Continued use of NWEA to monitor students progress and to assist teachers with grouping for intervention.

Areas in need of improvement: Standardized test data has not come back to us in a timely manner in order to assist with student growth.

Plans for improving areas of need: Provide opportunities for vertical collaboration utilized to track student progress and assist with preparing students for College and Career Readiness standards.

5.2

Areas of Strengths: Grades 3-6 have systematic processes in order for collecting, analyzing, and applying learning from data sources.

Grades K-6 has trending data with NWEA.

Sustaining actions: Grades 3-6 will continue using NWEA, Grade 3 DORF and DAZE, and Grades K-6 SRI to collect data that provides a comprehensive and complete picture of student learning, instruction, and effectiveness of current programs.

Areas in need of improvement: Grades K-2 are in need of a progress monitoring tool that is age and skill appropriate. Professional development opportunities to collaborate vertically are needed.

Plans for improving areas of need: Provide for teachers to discuss opportunities for vertical collaboration. Adopt a progress monitoring tool for grades K-2. Provide professional development in the area of data analysis used to guide instruction.

### 5.3

Areas of strength: Most professional and support staff members have been trained in the use of interpreting data to guide instruction. Teachers use data to plan and organize Success Blocks and reteaching groups. Many teachers are adept at using data to guide instruction. Support staff is included in the implementation of gleaned skills. Multiple assessments are used to collect student performance data.

Sustaining actions: Ongoing professional development, horizontal/vertical collaboration, and continued use of support staff to facilitate Success Block groups.

Areas in need of improvement: Support and new staff are not trained in data evaluation and interpretation. Teachers learn to use many programs but the rigor of follow through and systematic evaluation of these programs is not a consistent part of this process.

Plans for improving areas of need: Provide teachers and support staff with ongoing professional development with a focus on data collection and analysis to drive instruction. Monitor classroom size; hire additional IA's.

### 5.4

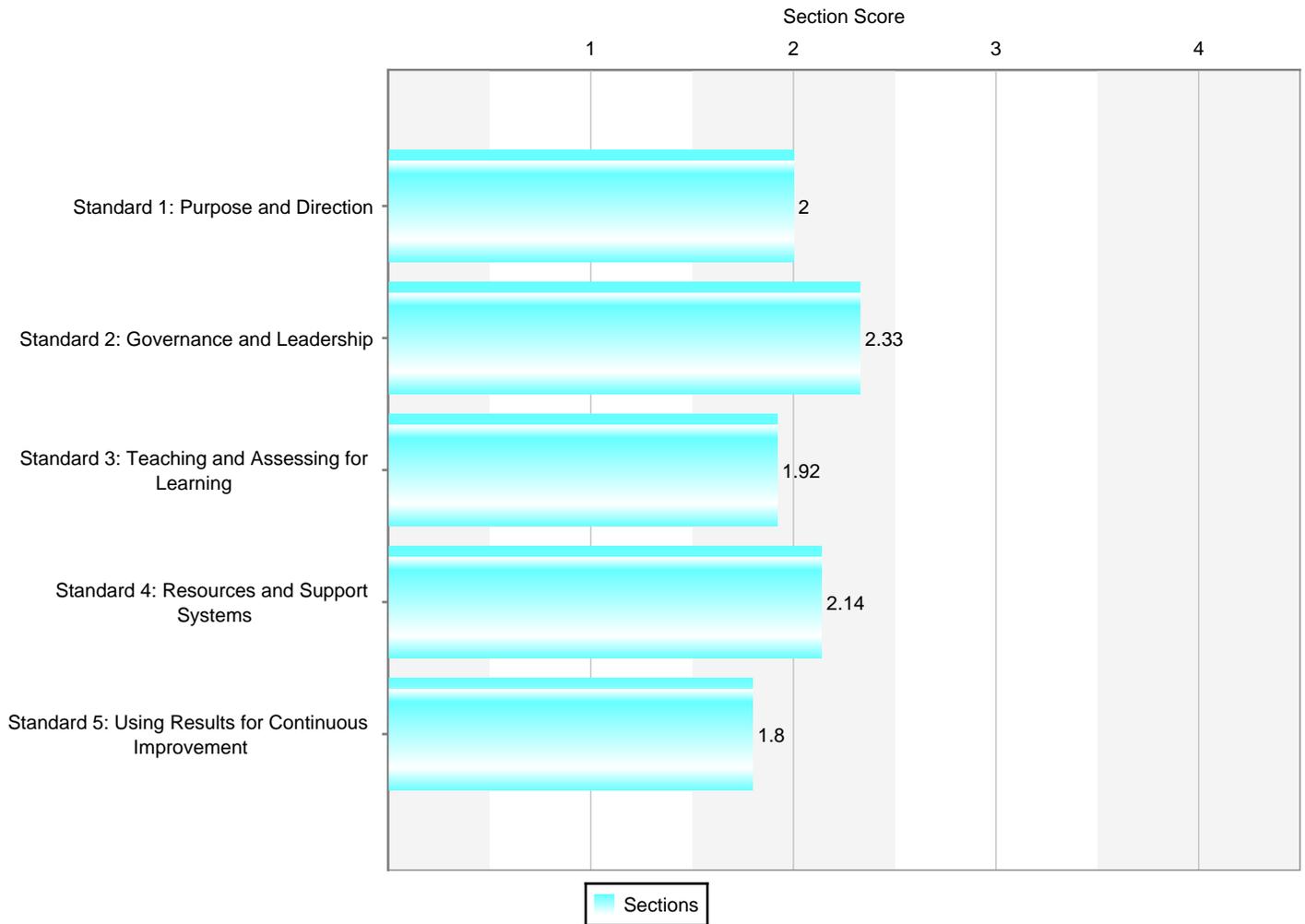
Areas of Strength: A process exists for determining student growth and readiness at the next grade level. In grade 3, IREAD is used to determine readiness for grade 4. Grades 4-6, use ISTEP to determine adequate growth in specified student sub groups.

Sustaining actions: Students will be provided with opportunities after school to engage in academic support groups (IREAD club, Chess club, Math Bowl, Spelling Bowl, and Green Council).

Areas in need of improvement: Implement an assessment tool in grades K-2 to evaluate student readiness for next grade level.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ISTEP Passing % by Grade TRC Reading Comprehension Behavior Overall ISTEP Scores

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## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

This is a difficult question to answer due to the fact that the 2014-2015 ISTEP was a new assessment, we are no longer administering Dibels, and NWEA data is new beginning with the 2015-2016 school year. This year is a new starting point for data collection. That being said:

Cleveland's Accountability (State School Grade) for the 2014-2015 school year was an "A". With the exception of the 2013-2014 school year when Cleveland was rated as a B school, Cleveland has maintained an "A" for the past three years.

3rd Grade IREAD: 93.2% of students passed IREAD in the 2014-2015 school year, this is above both the state and corporation average.

### Describe the area(s) that show a positive trend in performance.

Areas that show a positive trend in performance include:

When comparing cohort trends, students show positive growth in all standards from year to year, with the exception of writing for all grades. From 2011-2014, 4th, 5th and 6th grade students have demonstrated consistent, positive growth in all standards (vocabulary, non-fiction text, literary text, writing processes, writing applications, and language conventions).

TRC Reading Comprehension Data (K-2nd grade) shows positive growth from Kindergarten to first, and first to second grade with the number of students who are reading above or at a proficient level.

Because the ISTEP assessment changed between the 2013-2014 and 2014-2015 school year, a comparison of data from previous years to this year is not an accurate reflection of student performance.

### Which area(s) indicate the overall highest performance?

According to 2014-2015 ISTEP+ data, 6th grade performed above 70% in all content standards, except process writing.

TRC Reading Comprehension results show 89% of our 2nd grade students were at, or above. proficient on the End of Year Reading Comprehension assessment.

### Which subgroup(s) show a trend toward increasing performance?

Historical trend data shows consistent performance in subgroups. Cleveland often does not have enough representation among subgroups for data to identify increasing performance.

In 5th grade, 73% of our African American students received a score in the Pass or Pass+ range for English/Language Arts ISTEP assessment. 82% of our African American students received a score of Pass or Pass+ for the Mathematics assessment, out performing all other subgroups.

In 4th grade, our Hispanic population out performed our white population in ELA. All other subgroups have too little representation for data to be included.

In 3rd grade, our Hispanic population out performed all other subgroups (Pass/Pass+) in both ELA and Math by achieving 82% ELA and 81% in Math.

**Between which subgroups is the achievement gap closing?**

The achievement gap between our African American and Hispanic subgroups when compared to other subgroups is closing. They are out performing other subgroups.

Our Hispanic subgroups in grades 3-5 are out performing other subgroups in ELA and Math and our African American subgroup in 5th grade ELA and Math are closing the gap.

Because of little representation in some subgroups, we have little comparison data to reflect the gaps between subgroups.

**Which of the above reported findings are consistent with findings from other data sources?**

ISTEP is currently the primary source of our data. We have begun to implement NWEA, however, not enough of our student population has participated in successive testing to measure growth.

4th Grade Math: 44% of students showed typical or high growth

4th Grade Language Arts: 59% of students showed typical or high growth

5th Grade Math: 76% of students showed typical or high growth

5th Grade Language Arts: 60% of students showed typical or high growth

6th Grade Math: 64% of students showed typical or high growth

6th Grade Language Arts: 70% of students showed typical or high growth

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Process Standards:

Greater than 50% of 3rd grade students scored 0 or 1 out of 2 or 3 points in English/Language Arts and Math Applied Skills sections of ISTEP.

Greater than 50% of 4th grade students scored 0 or 1 out of 2 to 6 points in ELA and Math Applied Skills sections of ISTEP.

Greater than 80% 5th grade students scored 0 or 1 out of 2 points in Reading Non-Fiction, Computation, and Math Processes.

95% of 6th graders scored 0 or 1 out of 2 points in Reading Literature.

91% of 6th graders scored 0 or 1 out of 2 points in Number Sense and Computation.

89% of 6th graders scored 0 or 1 out of 2 points in Math Processes (1B/1).

### Describe the area(s) that show a negative trend in performance.

If we compare the 2013-2014 ISTEP to the 2014-2015 ISTEP there is a negative trend across all grade levels and all standards. Of particular note: the writing process and computation are two noted areas of concern.

### Which area(s) indicate the overall lowest performance?

Writing Processes and Computation (Fact Fluency)

### Which subgroup(s) show a trend toward decreasing performance?

The subgroups of students with Free and Reduced Lunch, and those receiving Special Education services show a decreasing performance trend.

### Between which subgroups is the achievement gap becoming greater?

Gaps are not becoming greater, but are remaining consistent.

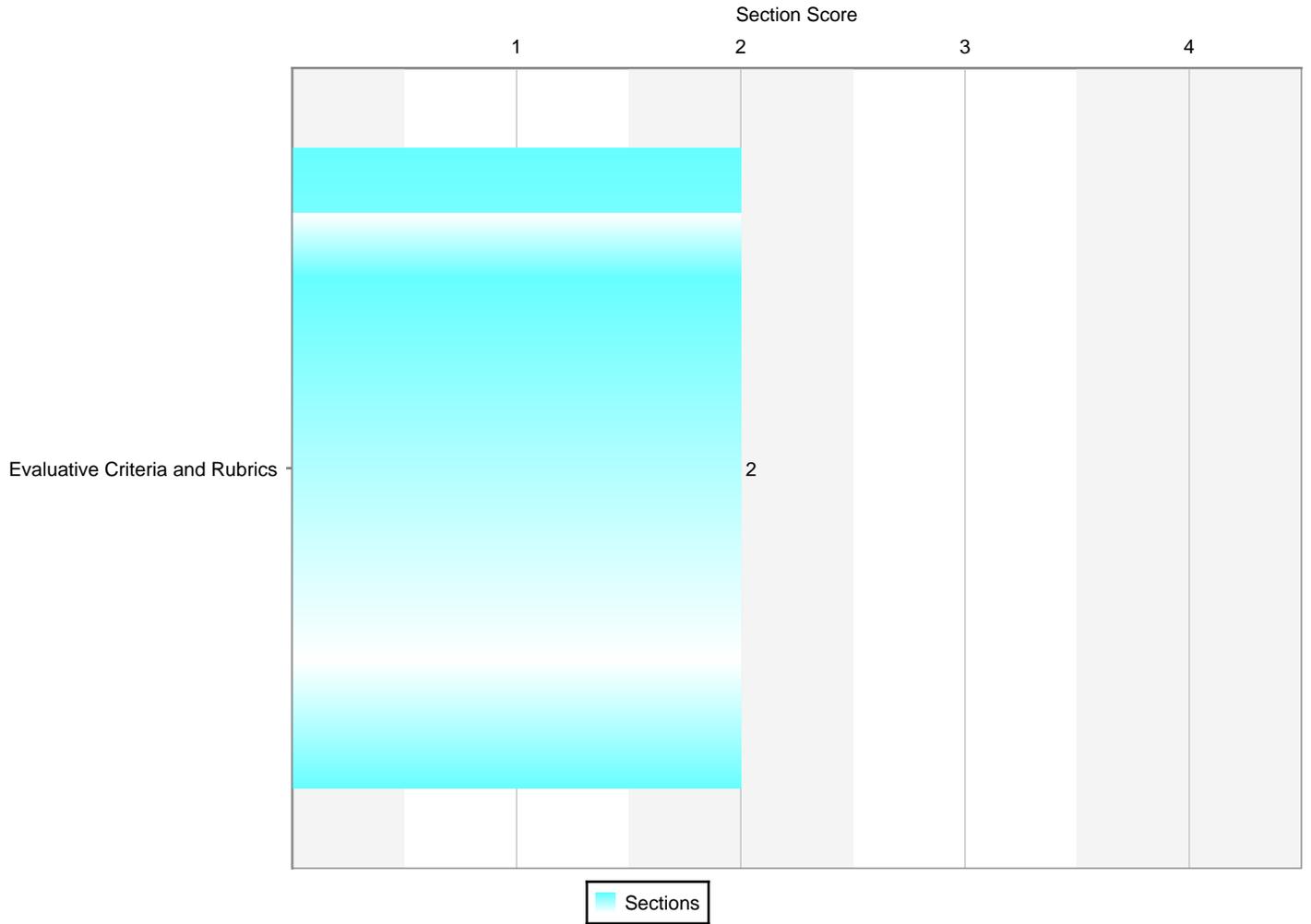
**Which of the above reported findings are consistent with findings from other data sources?**

We have begun to implement NWEA, however, not enough of our student population has participated in successive testing to measure growth.

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## Report Summary

### Scores By Section



# 2016-2017 School Improvement Plan

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## Overview

### Plan Name

2016-2017 School Improvement Plan

### Plan Description

Up-Date 2/26/16 1:20

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All curriculum at Cleveland will be vertically aligned.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	All Cleveland Elementary School students will become proficient writers across all content areas.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	All students at Cleveland Elementary school will demonstrate fact fluency.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Cleveland will restructure student support services (academic and behavioral).	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$500

## Goal 1: All curriculum at Cleveland will be vertically aligned.

### Measurable Objective 1:

collaborate to create a vertically aligned curriculum by 05/31/2017 as measured by a document of vertically aligned, standards-based, district curriculum .

### Strategy 1:

Professional Development - Collaborate once a month across grade levels  
Focus on academic standards

Research Cited: Curriculum alignment

Evidence of success: PD attendance, Curriculum gaps between grade levels will decrease

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	All

### Strategy 2:

Vocabulary - Students will have visual reference and reinforcement of vocabulary.

Research Cited: Judy Brunner "Doing What Works"

Evidence of success: Observation of word walls, informal/formal teacher observation, NWEA

Activity - Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emphasis on consistent academic vocabulary by creating a school-wide vocabulary wall	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

## Goal 2: All Cleveland Elementary School students will become proficient writers across all content areas.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency according to grade level rubrics in Writing by 05/31/2017 as measured by student writing proficiency according to grade level writing rubrics.

### Strategy 1:

Direct Writing Instruction - A daily writing block will be added to the curriculum. Students will learn to organize each step in the writing process, building proficiency through daily instruction and practice opportunities.

Research Cited: Ralph Fletcher & JoAnn Portalupi

Evidence of success: Observation, Maintained Writing Notebooks, and Student Writing Samples

Activity - Writing Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers evaluate grade level rubrics, revising if necessary, and then provide instruction for students, teaching them to use the rubric as a resource tool during the writing process. Teachers will provide instruction related to steps of the writing process.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

### Strategy 2:

Cross Curricular Writing - Students will be provided with daily writing experiences. They will receive short periods of instruction followed by activities during which they are able to apply skills in various forms of writing, including but not limited to fiction, portfolio, and cross curricular.

Research Cited: Ralph Fletcher & JoAnn Portalupi

Evidence of success: Observation and Student Writing Samples

## Indiana School Improvement Plan

Cleveland Elementary School

Activity - Mini Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers lead daily mini lessons emphasizing the written responses. Students then participate in application of mini lesson strategies, using rubrics and writing process guides.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

### Strategy 3:

Student-Teacher Conferencing - Teachers will conference with students regarding student writing products, focusing on specific skills (as identified in the rubric).

Research Cited: Ralph Fletcher & JoAnn Portalupi

Evidence of success: Observation and Teacher feedback in response to student writing

Activity - Constructive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level writing rubrics to consult with students regarding targeted writing skills.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

## Goal 3: All students at Cleveland Elementary school will demonstrate fact fluency.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade level, standards-based fact fluency in Mathematics by 05/31/2017 as measured by student performance on timed fact tests.

### Strategy 1:

Fact Practice - Students will work independently, with a peer, or in a small group w/teacher support, daily, for approximately five minutes practicing math facts to build fluency.

Research Cited: Notre Dame Math Study in Fact Fluency

Evidence of success: Timed Tests Data

Activity - Flash Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice math facts independently, with a peer, or in a small group with teacher support daily for approximately 5 minutes.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

Activity - Fact Practice Using Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice math fact fluency using technology via software and online resources.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All

## Goal 4: Cleveland will restructure student support services (academic and behavioral).

### Measurable Objective 1:

collaborate to restructure multi-tiered systems of support by 05/31/2017 as measured by our school-wide discipline and academic data.

### Strategy 1:

Restructure GEI & BIT - GEI and BIT members, along with other staff (i.e. nurse) will work collaboratively to support the academic and behavioral needs of at-risk students.

Research Cited: RTI, MTSS

Evidence of success: Academic and Discipline Data

Activity - GEI & BIT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

Cleveland Elementary School

Combine General Education Intervention (GEI) team and Behavior Intervention Team (BIT) members into one group, creating a Multi-Tiered System of Support (MTSS) to support at-risk students.	Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	All Inclusive
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### Strategy 2:

PBIS/Olweus - School-wide positive behavior program and bully prevention program will be implemented in all classrooms. Teachers will lead lessons with resources provided by the PBIS building team.

Research Cited: Olweus

Evidence of success: Office Discipline Referrals, Suspensions, Time Outs

Activity - PBIS Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead weekly PBIS/Olweus lessons, teaching All-Star Expectations (implementing location matrix), including an incentive program for positive behaviors.	Behavioral Support Program	08/01/2016	05/31/2017	\$500	Other	All Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Lessons	Teachers will lead weekly PBIS/Olweus lessons, teaching All-Star Expectations (implementing location matrix), including an incentive program for positive behaviors.	Behavioral Support Program	08/01/2016	05/31/2017	\$500	All Staff
<b>Total</b>					\$500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Alignment	Collaboration	Professional Learning	08/01/2016	05/31/2017	\$0	All
Fact Practice Using Technology	Students practice math fact fluency using technology via software and online resources.	Academic Support Program	08/01/2016	05/31/2017	\$0	All
GEI & BIT	Combine General Education Intervention (GEI) team and Behavior Intervention Team (BIT) members into one group, creating a Multi-Tiered System of Support (MTSS) to support at-risk students.	Academic Support Program, Behavioral Support Program	08/01/2016	05/31/2017	\$0	All Inclusive
Flash Cards	Students practice math facts independently, with a peer, or in a small group with teacher support daily for approximately 5 minutes.	Academic Support Program	08/01/2016	05/31/2017	\$0	All
Vocabulary Development	Emphasis on consistent academic vocabulary by creating a school-wide vocabulary wall	Academic Support Program	08/01/2016	05/31/2017	\$0	All
Mini Lessons	Teachers lead daily mini lessons emphasizing the written responses. Students then participate in application of mini lesson strategies, using rubrics and writing process guides.	Academic Support Program	08/01/2016	05/31/2017	\$0	All
Constructive Feedback	Teachers will use grade level writing rubrics to consult with students regarding targeted writing skills.	Academic Support Program	08/01/2016	05/31/2017	\$0	All

**Indiana School Improvement Plan**

Cleveland Elementary School

Writing Block	Teachers evaluate grade level rubrics, revising if necessary, and then provide instruction for students, teaching them to use the rubric as a resource tool during the writing process. Teachers will provide instruction related to steps of the writing process.	Academic Support Program	08/01/2016	05/31/2017	\$0	All
<b>Total</b>					\$0	

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## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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