Indiana School Improvement Plan

Cleveland Elementary School

Elkhart Community Schools

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Student Performance Diagnostic

2017-2018 Plan for Indiana School Improvement Plan

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.

Executive Summary

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.

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 approximately 13,000 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.

The Cleveland community serves a diverse group of students. These students bring experiences from varies cultural and financial backgrounds.

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.

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.

The 2016-2017 ISTEP results show notable achievement in the overall area of math. Cleveland had the second highest percentage of students passing in the district.

Over that last 3 years there has been little consistency in the notable achievements. The test has changed as well as instructional practices at Cleveland.

During the next 3 years Cleveland is striving to incorporate PLC processes to show growth through NWEA which ultimately will result in higher proficiency on ISTEP.

Additional Information

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

High Ability

High ability students in grades 1-6 are serviced either through flexible grouping or self contained high ability classrooms. In both opportunities High ability students are grouped together.

Flexible Grouping

In this environment students are placed with their grade level peers. Teachers use their expertise in differentiation and scaffolding to support the needs of all students. There is specific extension curriculum that supports the needs of the high ability students.

Self Contained

In an attempt to meet the needs of Elkhart Community School's highest academic achievers, Self Contained High Ability classrooms are offered to identified students. 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. Cleveland's curriculum is aligned with the College and Career Readiness Indiana Standards.

Special Education

Cleveland also has two mild interventions teachers and two intense intervention teachers. 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.

EL

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 Access assessment.

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.

Kindergarten classrooms will be following the Tools of the Mind curriculum for all subject areas.

Language Arts

The reading program is Houghton-Mifflin Harcourt Journey's series. This is a basal reading program for students in grades 1-6. 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 Self Contained High Ability 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.

Mathematics

Cleveland's mathematics program is based on the EngageNY curriculum with a focus on Indiana Academic standards and problem solving. Teachers are also implementing Daily Math Review to focus on specific skills and monitor student success. 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.

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. The science kids come from Mystery Science as well as Ethos. 1st Grade: Ethos: Pebbles, Sand, Silt and Mystery Science Animal Super Powers. 2nd Grade: Mystery Science Work of Water and Ethos Butterflies. 3rd Grade: Ethos rocks and minerals and Mystery Science Animals through time. 4th Grade: Mystery Science birth of rocks and Ethos Electricity. 5th Grade: Mystery Science Sun Moon Stars and Planets and Mystery Science Web of Life. 6th Grade will be following the SEPUP curriculum 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.

Technology

As of the 2017-2018 school year all classrooms have projection solutions.   A mobile computer lab with 30 computers is also available for teachers to use. Teachers are also recieving technology training through the district. Each teacher that attends the training receives 10 IPADS to use in their classroom. As of the start of the 2017-2018 8 teachers have completed this training. 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. 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.

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.

Intervention

Students who need additional support to either remediate or extend their learning have the opportunity to receive:

Daily 30 minute intervention block

General Education Intervention Team

Behavior Intervention Team

Extra assistance with the Special Education team of teachers

Special Education teachers as well as Teaching assistants are a part of the PLC process with the grade levels they work with. Teachers analyze student data, collaborate on instruction, plan for grouping of students, and plan for interventions. 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.

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.

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.

ACCESS (ELL students)

ACCESS 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.

Locally Developed Assessments

All grade levels are working together to create common formative assessments for Math and Reading. These assessments are based on student need and standards driven. The teachers record student progress through Google Sheets.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

For the 2017-2018 School year the School Improvement Team will continue to meet quarterly to monitor the systems in place at Cleveland, as well as to continue to ensure that we are meeting the learning needs of our students. We selected members from each grade level. In addition, each member also belongs to a building or district committee (instructional team committees, PRIDE, special education, PLC team, evaluation committee).

The School Improvement Team committee consists of: 8 teachers across grade levels, 1 instructional aide, and 2 building administrators. The School Improvement Team met 4 times during the 2015-2016 school year to complete the self assessment. In 2016-2017 we met 3 times to identify goals and strategies. In addition, these meetings provided professional development in the content area of math.

The goal for the 2017-2018 school year is to meet quarterly. In these meetings we will ensure that the PLC processes as well as the other initiatives at Cleveland.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers: One teacher from each grade level as well as a special education teacher was selected by the grade level team. The grade level representative is responsible for sharing the goals and content of meetings with their team to ensure successful implementation.
Parent: assisted with parent survey.
Community member: had input in plan as needed
Building Administrators: planned and organized all meetings; collected and analyzed data, worked with all on goals & strategies; put the plan together

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The School Improvement Team will continue to communicate the goals with their grade level peers and the strategies for improvement. Each month in our school newsletter we will share a component of the plan and how they can support the plan.

All stakeholders will be kept abreast of our progress throughout the school year: again in, meetings, newsletters, website.

Self Assessment

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.

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.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •For the 2017-2018 school year we will be implementing the PLC process to improve this component.	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: The leadership team is focusing on 3 main areas (Danielson, PLC, PRIDE) to ensure continuous improvement.

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.	•Governing body policies, procedures, and practices •Score 2.5 Concerns: We are not sure about compliance, fiscal responsibility, professional development of administration, etc. because that is not us.	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.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Score 2.5 Concerns: Once again, we have no idea if administration systematically has professional development process.	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.	•School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings •Score 3.5 Strengths: School days are smooth. Leadership gives teacher choice for certain processes (support us).	Level 3

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.	•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 •Score 3.5 Strengths: Big sense of school community. Lots of high expectations.	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.	•Involvement of stakeholders in a school improvement plan •Score 2.5 Concerns: Not effective communication with all stakeholders. No feedback in return from stakeholders.	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.	•Supervision and evaluation documents with criteria for improving professional practice and student success noted •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?")."	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.

Improvement areas: Communication

Plans for improving areas of need: Administration will ensure monthly newsletters as well as communication with parents to ensure all information is appropriately received.

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: Continue supporting the PLC process

Plans for improving areas of need: Regular meetings as well as defined outcomes.

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: Student Engagement

Plans for improving areas of need: Utilize technology as well as hands on opportunities for students.

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.

Plans for improving areas of need: Teach and reinforce the Danielson model for 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.	•Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses	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.	•Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	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.	•Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects	Level 3

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.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	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.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Score 2.5	Level 2

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.	•Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning	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.	•Score 1.5 Concerns: No mentoring after 1st year. Nor formal options from district or building.	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.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •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.	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.	•Score 1.5 Concerns: No formal structure for individual students. No silent mentoring and that's only 20ish kids.	Level 1

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	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. EngageNy math program K-6, Houghton-Mifflin reading K-6, Pearson Social Studies, ETHOS and Mystery Science for Science.

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 use data to adjust their instruction to meet the needs of students. EL and Special Education staff collaborate with the general ed teachers and provide individualized instruction for English learners and students with disabilities. The intervention opportunities during our core instruction blocks are data driven and address the 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, creating highly effective lesson plans, as well as collaborate data driven discussions that focus on the learning outcomes of students.
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, support the PLC process with time, and resources for effective outcomes.

3.2 Areas of strength: Teachers use student data to monitor student growth (running records, NWEA, ISTEP, textbook unit assessments, teacher created assessments), lessons are aligned to the standards, teachers use curriculum guides as provided.
Sustaining actions: modeling and facilitating strong PLC opportunities that focus on student outcomes.
Improvement areas: Teachers working collaboratively to meet the needs of all students.

Plans for improving areas of need: Regular PLC discussions.

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, PLC development.

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 utilizing the 4 domains of the Danielson evaluation model.

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: A team of teachers attended a PLC training and are implementing these strategies at each grade level.

Sustaining actions: agendas, minutes, calendars

Improvement areas: Continuous data driven discussions about student learning.

Plans for improving areas of need: Scheduling monthly PLC meetings to discuss student data and outcomes.

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, bulling, etc.).

Plans for improving areas of need: Updating web site, keeping Facebook current, conduct parent and student focus groups; host parent nights.

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 EL teachers collaborate with grade level teachers; teachers analyze student data and discuss various learning needs of students during collaboration; intervention times provide more small group instruction (remediation, re-teaching, and enrichment).

Sustaining areas: Intervention, push -in opportunities, co-teaching with EL.

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: We will continue to find strategies to support the needs of all students.

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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: 2.29

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.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Score - 2 Qualified professionals are sufficient in numbers and fulfillment of their roles and responsibilities. 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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Score - 2	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.	•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Score 3 Custodial staff fulfill and maintain safety within the building and provide proper communication with all stakeholders.	Level 3

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 the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

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.	•Agreements with school community agencies for student-family support •List of support services available to 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.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •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 interventions

Areas in need of improvement:

Plans for improving areas of need:

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 specials 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:

Plans for improving areas of need:

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: Implement PRIDE to help build a community where we all support each other.

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 helps 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: Continued implementation of IPADS and teacher training

Plans for improving areas of need: Encourage teachers to attend professional development on instructional technology

4.5

Areas of Strengths: All classrooms have projection solutions. Teachers are receiving training in instructional technology.

Areas in need of improvement: More staff members need to attend the instructional technology training.

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.

Plans for improving areas of need: Create strategies through PRIDE to meet the needs of these students.

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.

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: 2.2

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.	•Documentation or description of evaluation tools/protocols •Score 2 .	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.	•Score 3 Data is used/collected to drive instruction. Support staff is included in the implementation of gleaned skills need for intervention groups. Multiple assessments are used to collect student performance data.	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data	Level 2

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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•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.	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.

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.

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, to collect data that provides a comprehensive and complete picture of student learning, instruction, and effectiveness of current programs.

Areas in need of improvement: Professional development opportunities to collaborate and evaluate where specific groups

Plans for improving areas of need: Provide for teachers to discuss opportunities for vertical collaboration. 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 whole group instruction as well as interventions. 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, and continued use of support staff to facilitate intervention.

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.
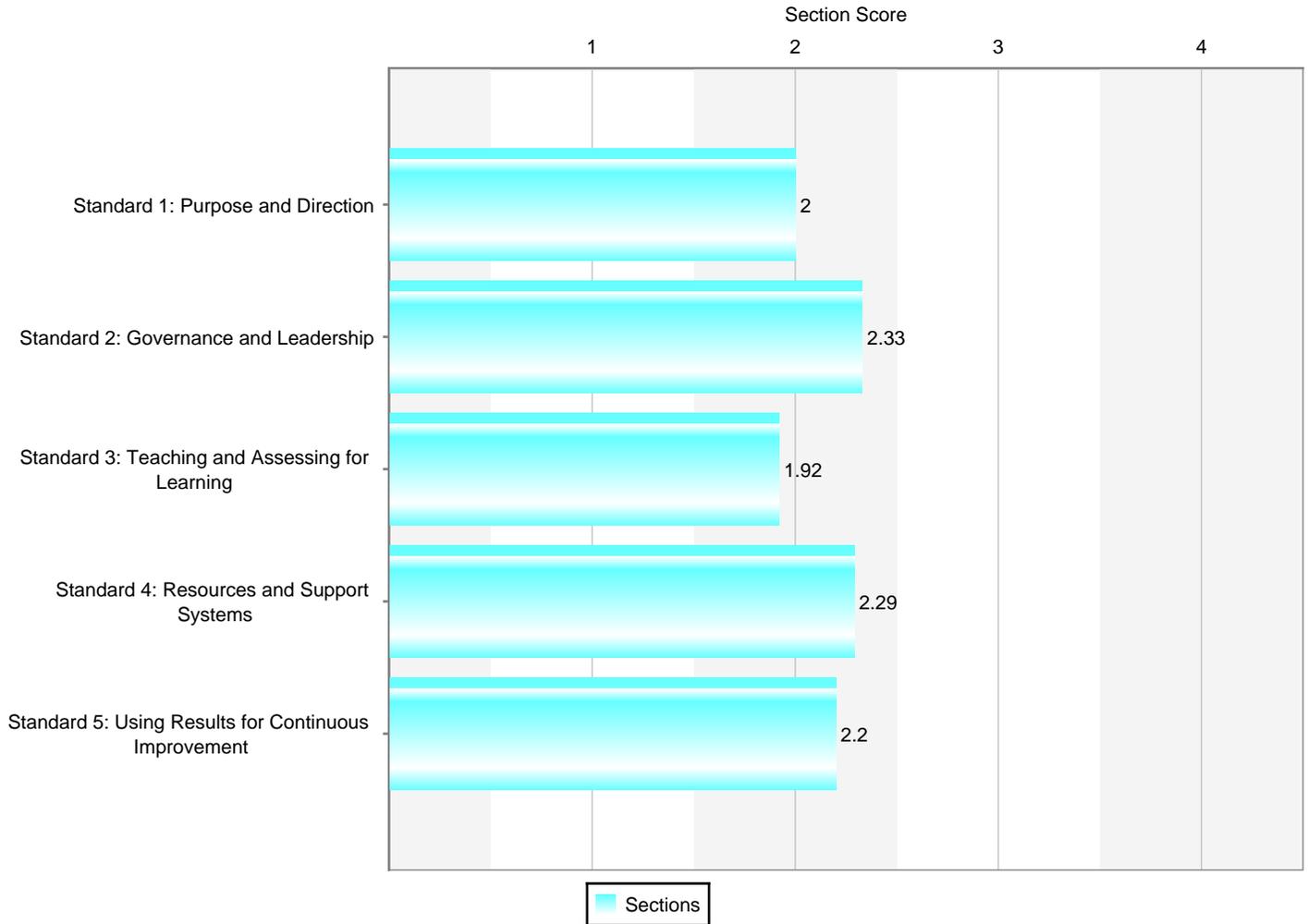

5.4

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:

Areas in need of improvement: .

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 1.92

Standard 4: Resources and Support Systems — 2.29

Standard 5: Using Results for Continuous Improvement — 2.2

Sections

Student Performance Diagnostic

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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		NWEA student performance data ISTEP Cohort Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

2016-2017

The highest performing school in the district on ISTEP math was 60%. Cleveland's overall math scores were 59% passing.

65% of students in both 4th and 6th grade passed ISTEP

58% of 6th graders passed reading ISTEP.

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

Areas that show a positive trend in performance include:

Due to the changing expectations and standards for ISTEP, there has been a significant decrease in the proficient scores at Cleveland. We will be relying heavily on the comparison from 2015-2016 to 2016-2017 to begin finding positive trends.

In Math:

The cohort of students who moved from 3rd in 2015-2016 to 4th in 2016-2017 went from 51% passing to 65% passing.

The cohort of students who moved from 4th in 2015-2016 to 5th in 2016-2017 went from 43% passing to 59% passing.

In Reading:

The cohort of students who moved from 5th grade in 2015-2016 to 6th grade in 2016-2017 went from 51% passing to 58% passing.

Which area(s) indicate the overall highest performance?

According to 2016-2017 ISTEP data 4th and 6th graders had 65% of students passing ISTEP math.

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

Comparing trend data between different assessments is difficult with the new assessment criteria.

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

Between which subgroups is the achievement gap closing?

Comparing 2014-2015 and 2015-2016 there are no subgroups who passed at a higher proficiency rate in 2015-2016 over 2014-2015. However when comparing cohorts of students; 4th graders in 2014-2015 in the subgroup of White passed Math at 62.3%. This same subgroup in 5th grade in 2015-2016 passed Math at 83.3%. In addition, in 2014-2015 the students in the Free/Reduced lunch subgroup passed math at 49%. In 5th grade in 2015-2016 this same group passed Math at 60.9%. There is a clear closing of the achievement gap for these students from 4th to 5th grade.

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, and will use this data to support the data from ISTEP in regards to subgroups

Areas in Need of Improvement

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

When comparing 2015-2016 to 2016-2017 grade level data our biggest drop was in 5th grade reading. That cohort went from 58% passing in 4th grade to only 39% passing in 5th grade.

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

When comparing 2015-2016 to 2016-2017 grade level data our biggest drop was in 5th grade reading. That cohort went from 58% passing in 4th grade to only 39% passing in 5th grade.

Which area(s) indicate the overall lowest performance?

5th Grade Reading

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?**

Free/Reduced Lunch subgroup.

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

We are continuing to break down NWEA data into subgroups to identify if the trends are consistent between ISTEP and NWEA data.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 2.75

Sections
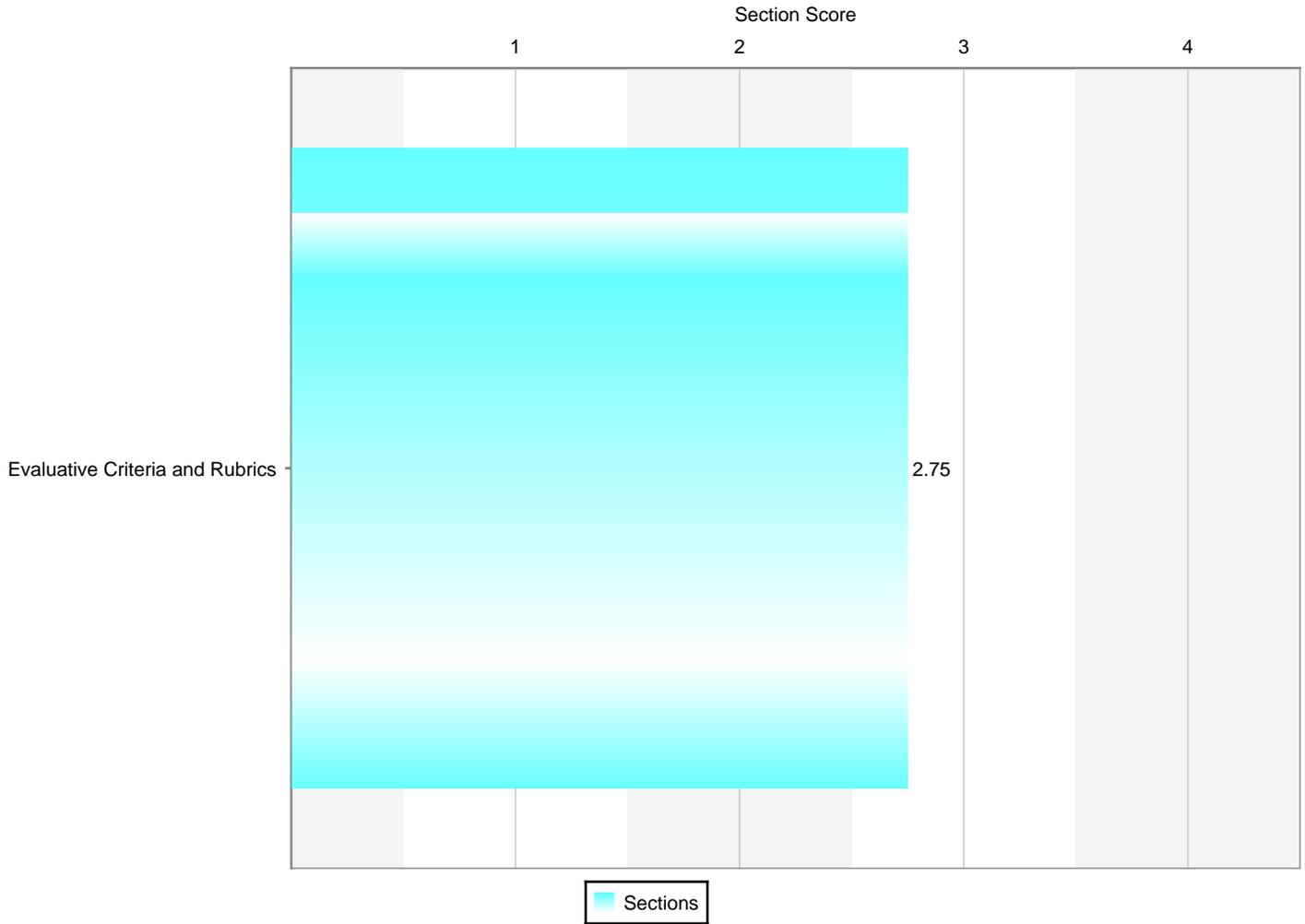
2017-2018 Plan for Indiana School Improvement Plan

Overview

Plan Name

2017-2018 Plan for Indiana School Improvement Plan

Plan Description

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	The percentage of students passing ISTEP Reading will increase from 51%-60%	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
2	65% of Cleveland students in grades 3-6 will pass ISTEP math	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

Goal 1: The percentage of students passing ISTEP Reading will increase from 51%-60%

Measurable Objective 1:

60% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency passing in Reading by 05/31/2018 as measured by ISTEP.

Strategy 1:

PLC - Each month all grade levels K-6 will participate in monthly PLC meetings. Grade levels will be establishing team norms, setting SMART goals, identifying essential standards, creating common assessments as well as utilizing data to establish meaningful interventions.

Research Cited: Learning by Doing By: Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos

Evidence of success: NWEA growth as well as ISTEP passing rates

Activity - Professional Learning Communities Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8 staff members attended PLC training in Lincolnshire, IL this summer.	Professional Learning	07/31/2017	08/02/2017	$0	No Funding Required	Kelly Carmichael Charlene Trotter Jennifer Hirsh Jeannie Hawkins Sue Law Bryan Nowakowski April Mast Tammy Smittendorf Robin Todorovich

Activity - Monthly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings to track data and student learning	Professional Learning	09/01/2017	06/06/2018	$0	No Funding Required	All PLC teams will meet monthly with administrators to discuss literacy data, strategies, interventions, essential standards as well as best practices for whole group instruction.

Strategy 2:

Whole Group Instruction - Teachers will honor 90 minute literacy block each day. The teachers will follow the scope and sequence set out by the Journey's reading

curriculum in connection with the Indiana Academic Standards.

Research Cited: Journeys by Houghton Mifflin Harcourt

Evidence of success: Spring NWEA results

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional scope and sequence as well as the Indiana Academic Standards through the Danielson Model evaluation tool.	Direct Instruction	08/21/2017	06/06/2018	$0	No Funding Required	Principal and Assistant Principal

Goal 2: 65% of Cleveland students in grades 3-6 will pass ISTEP math

Measurable Objective 1:

65% of All Students will demonstrate a proficiency on ISTEP in Mathematics by 06/01/2018 as measured by ISTEP .

Strategy 1:

Daily Math Review - Teachers in grades 1-6 will implement Daily Math Review focusing on individual class skills, data tracking, and interventions.

Research Cited: Five Easy Steps to a Balanced Math Program

Evidence of success: NWEA, DMR quizzes and ISTEP

Activity - DMR data collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of DMR through DMR quizzes as well as interventions.	Academic Support Program, Direct Instruction	08/28/2017	06/06/2018	$0	No Funding Required	Classroom teachers, instructional aides, and administrators

Strategy 2:

Whole Group Instruction - Teachers will honor 60 minute math block each day. They teachers will follow the scope and sequence set out by EngageNY in connection

with the Indiana Academic Standards.

Research Cited: Eureka Math-Great Minds

Evidence of success: NWEA growth and EngageNY assessments

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor the implementation of the instructional scope and sequence and Indiana Academic Standards through the Danielson evaluation tool.	Direct Instruction	08/17/2017	06/06/2018	$0	No Funding Required	Principal and Assistant Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation	Monitor the implementation of the instructional scope and sequence and Indiana Academic Standards through the Danielson evaluation tool.	Direct Instruction	08/17/2017	06/06/2018	$0	Principal and Assistant Principal
Monthly PLC meetings	Monthly meetings to track data and student learning	Professional Learning	09/01/2017	06/06/2018	$0	All PLC teams will meet monthly with administrators to discuss literacy data, strategies, interventions, essential standards as well as best practices for whole group instruction.
Monitor Implementation	Monitor the implementation of the instructional scope and sequence as well as the Indiana Academic Standards through the Danielson Model evaluation tool.	Direct Instruction	08/21/2017	06/06/2018	$0	Principal and Assistant Principal
Professional Learning Communities Training	8 staff members attended PLC training in Lincolnshire, IL this summer.	Professional Learning	07/31/2017	08/02/2017	$0	Kelly Carmichael Charlene Trotter Jennifer Hirsh Jeannie Hawkins Sue Law Bryan Nowakowski April Mast Tammy Smittendorf Robin Todorovich

DMR data collection	Monitor the implementation of DMR through DMR quizzes as well as interventions.	Academic Support Program, Direct Instruction	08/28/2017	06/06/2018	$0	Classroom teachers, instructional aides, and administrators
				Total	$0	

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.