



# Indiana School Improvement Plan

Osolo Elementary School

Elkhart Community Schools

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    Goal 1: 70% of students in grades K-6 will meet projected reading growth from Fall to Spring as measured by the NWEA Reading Assessment. This would be an increase of 10% from last year (2016-17) and an increase of 31% from 2015-16. .... 54

    Goal 2: 80% of students in grades 3-6 will demonstrate proficiency (score of 75% or higher) in answering written response questions based on grade level specific rubrics that focus on answering the question completely with supporting details and evidence. .... 55

Goal 3: 60% of grade 3-6 students will receive a passing score on the Spring 2018 ISTEP assessment in the area of English Language Arts. This is an increase of 9% from last year (2016-17) and an increase of 11% from the 2015-16 assessment. . . . . 56

Goal 4: 65% of students in grade 5 will score above the 40th percentile on the Spring NWEA test in Math, an increase of at least 21% from the Spring 2017 results when this group of students were fourth graders. . . . . 57

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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 city of Elkhart, with a population of nearly 51,000 is located in north central Indiana approximately 102 miles due east of Chicago, Illinois and 130 miles northeast of Indianapolis, Indiana. Osolo Elementary School serves an attendance district encompassing the north central portion of Elkhart. This district consists of segments of the city, suburban areas, mobile home parks, apartments, and weekly rental hotels. Osolo has 90 transfer students from other Elkhart Community Schools, based on minority transfer or other parent requests.

Osolo's enrollment is 514, students, served by 31 certified faculty and 9 classified staff members.

Osolo Elementary School is comprised of a diverse and changing population. The majority of students (55%) are Caucasian. The second largest population is Hispanic (30%). The percentage of Multiracial students is 8%, while the percentage of African American students is 7%. Our Asian and American Indian populations account for less than 1% of our population.

60% or more of Osolo's student population has received free or reduced lunch for the past ten years. Currently 67% of Osolo students receive free or reduced lunches (56% free, 11% reduced). 33% of Osolo's student population pays for their school lunches.

## 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.**

Osolo Elementary School's Mission is:

"Expecting and Reaching Our Personal Best"

Osolo Elementary School's Mission was revised in 2015, with input from staff and school community. In 2016 we established the following value statements for staff: 1. Respect ALL people at ALL times. 2. Advocate for ALL students. 3. Monitor and ensure growth for ALL. Students practice the Bobcat Basics of "Respect, Responsibility, and Results Oriented," values that are posted throughout the building and emphasized as important to student success. Students are recognized at awards assembly on a regular basis for demonstrating these values in addition to a set of core values the staff has identified as important for achieving success.

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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.**

The 2014-15 ISTEP test was a new test which was significantly more rigorous in its assessing of the Indiana Common Core Standards. As a result, there was a significant drop in passing scores across the state. Osolo's scores were no different. The percent passing both ELA and Math for the past three years has been: 63%, 64%, 44%. The percent passing ELA for the past three years has been: 72%, 72%, 57%. The percent passing Math for the past three years has been: 70%, 77%, 57%. Despite the drops, Osolo's performance on the 2014-15 ISTEP test indicated a closing of the achievement gap between Osolo students and the state average in passing ELA, Math, and both sections combined. Additionally, on the 2014-15 ISTEP test our ELL students outperformed our non-ELL students in passing both sections for the first time ever. We also saw great gains in the percentage of students earning high growth marks, with a 17.5% increase in our percent of students in the bottom 25 earning high growth in ELA and an increase of 12.1% in our percent of students in the top 75 earning high growth in math. We are pleased with our progress and believe the trend is pointing up for Osolo students and achievement performance despite the drop on last year's newly formatted test. Our 2015-16 preliminary data showed drops in both Math (48%) and ELA (50%) passing percentages. Osolo Math scores saw a double digit drop in grades 4 and 6, yet remained even or above the district average for Elkhart Community Schools. Osolo's ELA scores showed a significant drop (-20%) in passing percentage at grade 5.

In terms of areas for improvement, we continue to see low performance scores in the area of math on 3rd grade ISTEP. This challenge is supported by our Math NWEA performance data in grades K-3. Osolo struggles to reach Indiana state average in terms of passing proficiency across all grade levels in ELA. Osolo was above the state average in Math in grades 4 and 5 but below the state average in grades 3 and 6. Osolo's grade 3 scores are significantly below state average in both subjects (Math:28%, ELA:20%). Additionally, although our ELL students outperformed non-ELL students in 2015, historically we have struggled with this subgroup. We will continue to focus on this subgroup as we write our new goals and plans. Finally, Osolo is researching the Multi-Tiered Systems of Support framework as we work to help all our students succeed, both academically and behaviorally.

## Additional Information

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

Osolo's building focus is on improving Tier 1 instruction through a focus on explicit instruction including posted student objectives, effective interventions, and increased teacher collaboration. We strive to partner with parents and engage them in the academic process as well. We will continue to focus on these areas as we work to provide a strong education for all of our students.

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# Improvement Plan Stakeholder Involvement

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## **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.

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## 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.**

Osolo's School Improvement Team consists of classroom teachers in grades K-6, a classroom Interventionist, ENL teacher, Special Education teacher, and two building administrators. Staff were asked to express interest in participating at the conclusion of last school year. Staff were selected based on their leadership qualities and grade level experience in an effort to create a well rounded group of individuals. The School Improvement Team will meet quarterly this school year to look at data, identify strengths and weaknesses, progress monitor goals and action steps, and review the components necessary for writing the School Improvement Plan.

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

Osolo's School Improvement Team consists of certified staff members from classrooms and specialty areas (Interventions, ENL, Special Education). Currently we do not have any parent representation on the School Improvement Team. The responsibilities of the team are to work together to analyze data, identify trends, and assist in monitoring goals and action steps. Team members will be responsible for acting as grade level team leaders, communicating with colleagues about goals and expectations listed in the SIP. Additionally, we will have a classroom teacher serve as School Improvement Chair and will meet with her on a regular basis to review school data and provide updates on the SIP.

**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 final plan will be communicated with all staff through a variety of means. All staff will receive a summary of the plan and the goals and action steps included at a meeting in October 2016. This presentation will be led by members of the School Improvement Team. Additionally, all staff will receive a PDF copy of the plan with all components completed to provide them access to the complete plan. Stakeholders will receive updates on the progress of the plan three times during the year following each half day planning session the team participated in. Grade level release days will be scheduled each quarter throughout the year for classroom teachers. These days will be led by building administrators and will focus on implementing the goals listed in our SIP.

## 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: 2.67

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.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•The current mission statement (along with vision and belief statements) were created years ago with staff input, however, are not annually reviewed or revised. The Bobcat Basics (student expectations) for Respect, Responsibility, and Results Oriented were updated within the last 5 years with staff input.</li> </ul>	Level 2



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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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•AdvancEd staff survey (Dec. 2016) indicates that 80% of respondents agree or strongly agree that Osolo meets the indicators described in Standard 1: Purpose and Direction. The school's mission statement is posted on weekly staff bulletins, announced daily on morning announcements, and is displayed prominently in the school library. Posters describing the Bobcat Basics (student expectations) for Respect, Responsibility, and Results-Oriented are posted throughout the building.</li> </ul>	Level 3

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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> <li>•In previous years the School Improvement Committee has met infrequently. This year they will be meeting for 1/2 days once per quarter to review, revise, and design action plans to monitor accountability as we create a new plan. Although data disaggregation and the setting of goals and objectives has been strong, the carrying out and monitoring of a continuous improvement plan providing clear direction that all staff members are aware of and can speak to with consistency needs to be improved.</li> </ul>	Level 3

**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.**

## Areas of Strength

- 1.1 Mission statement and Bobcat Basics are communicated well through daily announcements, posters throughout the building, and staff and parent newsletters. Majority of staff and students are familiar with them and can recite them.
- 1.2 Multiple opportunities exist for instructional support (interventions, push-in support, Success) and behavior supports (Check-in/Check-out, social skills groups). Awards assemblies are held a minimum of once per quarter to recognized students in a positive manner.
- 1.3 ISTEP results are used to drive instruction and determine SIP goals and objectives. ISTEP results and formative classroom assessment data is used to drive Success period and regroup students for remediation and enrichment. Learning Log data review meetings are held with all grade levels on a monthly basis to discuss grade level (and sometimes building trend) data results. All personnel involved with delivering instruction are evaluated each year.

## Actions to Sustain Strengths

- 1.1 Continue to post and share these belief statements with all stakeholders, providing a common vision and purpose for all involved.
- 1.2 Continue to offer interventions and supports currently available. Review interventions for effectiveness annually.
- 1.3 Continue to share and review grade level and school data trends, growth, and areas of concern, on a regular basis.

## Areas Needing Improvement

- 1.1 Although the current mission statement is believed to be strong, a formal review process is not in place.
- 1.2 None noted.
- 1.3 Primary grades are struggling with data with the loss of mclass and the addition of NWEA this year. Primary grade teachers are working on creating some of their own assessments for progress monitoring since NWEA is only given three times per year.
- 1,3 Teachers are unaware of evaluation scores of colleagues or others within the building, making it difficult to determine whether evaluations are having a positive impact on instructional practices.

## Actions to Address Areas in Need of Improvement

- 1.1 Develop a plan to annually review the school mission statement and belief statements, providing opportunity for suggested revisions from all stakeholders.
- 1.2 N/A
- 1.3 Work with primary grade teachers to understand how NWEA can assist with planning instruction. Work with primary grade teachers on identifying critical skills that need to be mastered at their grade level and determine a plan for monitoring proficiency and intervening to provide remediation supports when necessary.
- 1.3 Consider sharing out average scores of indicators to show growth in instructional practices being recommended. Continue to share out data results that show student achievement growth.

## Overview of Standard 1: Purpose and Direction

Behavior plans and/or discipline in our building needs to be improved, so our administrators can devote time and energy to the entire student population, not just a handful of students with daily misbehavior. Suggestions include evaluating the following interventions or belief statements:

- \* ED students enrolled in a school without ED services available in a self-contained classroom.
- \* The potential impact of a time-out or in school suspension room for dealing with students with chronic misbehavior.
- \* The impact out of school suspension has on student misbehavior and conduct.

\* Opportunities for improving the relationship between parents and teachers and building a genuine respect for those working in the education field.

\* Increased teacher pay and planning time, decreased class sizes.

\* Concern that many students begin school behind developmentally or academically, especially with the increased demands of state standards and learning expectations.

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## 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 support the school's purpose and direction and the effective operation of the school. 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 all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks	Level 3

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.	•Proof of legal counsel	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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Communications regarding board actions	Level 2

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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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Students are dismissed early each week on Wednesdays, providing buildings with approximately 45 minutes of collaboration and professional development time. Grades K-5 have a 45 minute common planning period available for collaboration on a daily basis. Grade 6 has a 45 minute common planning time available at least twice a week during the school day.</li> </ul>	Level 2

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>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Parents have participated in a survey the past two years to provide input and suggestions regarding the school environment and instruction. Staff participated in the AdvancEd survey in Dec. 2016 to provide input regarding the current operations of Osolo Elementary School.</li> </ul>	Level 2

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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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•This year all certified personnel are required to be evaluated a minimum of four times (one 5-7 minute walkthrough and one 30 minute observation each semester). All evaluations provide indicators with scores and feedback for improving instruction and student growth. Osolo administrators have chosen to exceed district expectations for evaluations, providing additional walkthroughs beyond those required.</li> </ul>	Level 3

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.

Areas of Strength

Actions to Sustain Strengths

Areas Needing Improvement

2.1 A staff handbook is not currently available to Osolo staff.

2.2 This indicator is difficult to assess due to a lack of communication regarding the effective operations of the building.

2.3 Social media resources are lacking greatly. Osolo does not currently have a Facebook page and the Osolo website is out of date. This is a poor reflection on prospective parents.

2.4 Need to increase the sharing piece of professional development. Staff attend a variety of professional development workshops, but rarely share out information and new findings with staff when they return to the building.

Actions to Address Areas in Need of Improvement

2.1 Work with staff to design a staff handbook with expectations, policies, and procedures.

2.2 Ask the district to share out policies and procedures in place to ensure that operations run effectively, in an ethical manner, and are free of conflicts of interest.

2.3 The district is currently working on a technology plan that will assist all buildings with creating a Facebook presence and maintaining professional websites.

2.4 Develop a plan for sharing out findings and new information following attendance at professional development meetings and workshops.  
SY 2017-2018

Overview of Standard 2: Governance and Leadership

We need more time for effective collaborations and discussions at the grade level and building level. Social media presence needs to be improved. A full time behavior specialist would allow administrators more time to govern the instructional processes in the building and focus on improving instructional delivery and practices through classroom visits.

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### 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: 2.17

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•ELA provides differentiation better than math. Differentiation is not always different materials, but may be different instructional strategies and supports.</li> <li>*Journey's resources with leveled readers in ELA.</li> <li>*Push-in support 30 minutes of ELA/Math.</li> <li>*Math differentiation through Success 1X month.</li> <li>*Math boxes-AM work differentiated to meet student/class needs. Differentiation in math is teacher driven, not embedded in the curriculum. Extension activities are used in some rooms for enrichment.</li> </ul>	Level 2

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>•Products – scope and sequence, curriculum maps</li> <li>•Current transition from Acuity to NWEA. Struggling with data in K-2. Dibels fluency and SRI used in some grade levels, but not seeing clear alignment between data results. At gd. 3, seeing similarities in data b/w NWEA and SRI, while DIBELS scores seem to be more dependent on background knowledge and vocabulary. NWEA test questions require deeper understanding and application than SRI which is more based on vocabulary and background knowledge. Evidence includes Learning Log meeting data.</li> </ul>	Level 2

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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 sometimes 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 groups of students when necessary. Teachers sometimes 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>•Professional development focused on these strategies</li> <li>•Findings from supervisor walk-thrus and observations</li> </ul>	Level 2

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 formally and consistently 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>•Supervision and evaluation procedures</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Beyond...establishing willingness to move beyond, looking at Professional Practices. PLC culture and collaboration. Willingness to participate in PD opportunities and continued professional growth. Willingness of staff to participate on school committees?</li> </ul>	Level 3

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>•Survey results</li> <li>•Lacking across gd level collaboration. Specials teachers are not part of Success. Level 3-trained as part of a formal process (in past-data team agendas, etc.). Peer coaching...valuable, but how do we do it? Have lost impact of ELA/Math instruction through specials, especially w/o Success participation. Success teaming w/specials allowed transfer of instructional skills to specials courses and vice versa. Consider specials focusing on a gd level integration during each cycle and plan/discuss</li> </ul>	Level 2

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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>•Survey results</li> <li>•Hard to know without being in classrooms. Current posting of good, better, best boards with examples of student proficiency. Improvement is needed in the area of teacher understanding of how to modify work and instruction.</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.	Some 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. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Rated 1 at SIT meeting, but did we consider evaluation feedback from administrators in this indicator? Absent. Can we use Interventionists or identify classrooms as resources/coaches for exemplary modeling and assistance of instruction and management. Lack of funds and time. Grade level chairs for distributing information and serve as a mentor, resource for new teachers.</li> </ul>	Level 2

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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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</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>•How do we evaluate engagement? Do lots of activities, but lacking participation numbers. Events are family oriented, but not necessarily instructional support. Idea...pictures uploaded and posted regarding learning and activities.</li> </ul>	Level 3

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>•Moving in that direction...silent mentor??? Will be on board when done. Test talks and ISTEP encouragement cards. Lacking formal structure. Class placement with family connections or students who can support. New student orientation.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Some grade level teams have a common grading and reporting policy, but may not be consistent across grades. ***Worth conversation.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>•Funding has been absent in years past. Improving. Book studies?</li> </ul>	Level 2

# Indiana School Improvement Plan

Osolo Elementary School

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 all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on 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 all students.	• Learning Log meetings and Success. Ability grouping by some grade levels. Looking at assessment data to screen students with concerns. Loss of mclass data has impacted this negatively.	Level 3

**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.**

## Areas of Strength

3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

## Actions to Sustain Strengths

3.4 The monitoring and support provided for improvement of instructional practices will continue through monthly Learning Log data analysis meetings and continued feedback offered through classroom evaluations. School leaders will focus on opportunities to strengthen the professional learning communities and collaborative culture among staff in an effort to move this indicator to a level 4 rating. Additionally, school leaders will continue to work on building a culture where teachers demonstrate a willingness and desire to participate in school committees.

3.8 School staff will continue to offer family activities but will look for ways to connect them stronger to an educational focus in an effort to provide families with resources and ideas that can help them support their student's learning at homes. School staff will continue to increase its efforts to provide parents with updated information regarding their child's current level of performance, especially with the addition of the NWEA assessments on three occasions each school year.

## Areas Needing Improvement

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.

## Actions to Address Areas in Need of Improvement

3.9 Ongoing discussion will take place with Osolo's Student and Staff Support Committee regarding implementing a silent mentoring program to identify student's lacking an adult connection in the building.

## Overview of Standard 3: Teaching and Assessing for Learning

Standard 3 was the standard receiving the lowest average rating on the staff survey. This is an area that will need to be monitored continuously to ensure the instructional program and supports offered are sufficient for helping Osolo students reach academic proficiency. Staff is currently struggling with the transition from mCLASS assessments to NWEA in grades K-2. As we work more with NWEA it is expected that we will improve in our understanding of the assessment, data, and impact it has on informing instruction. Building a strong collaborative culture among staff will continue to be a point of emphasis as well as we learn from our colleagues new strategies and ideas for providing effective instruction. This culture of support is important in providing mentoring and coaching to new staff as well. We will also look

for ways to make stronger connections between our special areas (art, computer, library, physical education, music) and the core curriculum. Finally, school leaders will look for opportunities to provide stronger professional development in strengthening Tier 1 instruction (explicit instruction and effective teaching strategies) and increasing teacher understanding of modifications and accommodations on student work to provide better supports for our struggling learners.

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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: 2.43

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•School has policies and procedures in place, but hands are tied by central office as to hiring support staff in a timely manner. Teachers are asked to evaluate support staff for retention.</li> </ul>	Level 4

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 focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> <li>•Efforts for improving instruction is a high priority.</li> </ul>	Level 3

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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•No safety committee is in place. Expectations of cleanliness is not clear or followed through.</li> </ul>	Level 2

# Indiana School Improvement Plan

Osolo 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.	<ul style="list-style-type: none"> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Computer class and library should be utilized to assist students with technology tools. There is not time or staff for resource training.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Do we have a technology plan? There is a sufficient amount of technology, but no time or plan for training.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Loss of parent coordinator and full time Oaklawn support. No improvement plan in place. Short staffed for emotionally challenged kids. GEI.</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Description of IEP process</li> <li>•Description of referral process</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.

## Areas of Strength

- 4.1 Policies and procedures are in place to hire and retain staff. There is a systematic process in place to help determine staffing needs. Fiscal resources are able to support the purpose and direction of the school.
- 4.2 Instructional time and resources are focused on supporting the direction of the school. Instructional time is protected, while needs of all students are the primary focus. Administrators work to give instructional time uninterrupted. Administrators provide instructional resources and fiscal resources necessary when requested.
- 4.3 Expectations for a safe, clean, and healthy environment are in place. Personnel works to improve conditions that need attention.
- 4.4 There is sufficient access to media and information resources. Some personnel are available to assist students and staff with these tools.
- 4.5 Technology is readily available to students and staff.
- 4.6 Programs are provided to meet the needs of students as necessary (Olweus, PBIS, connections to Oaklawn, LoveWay)
- 4.7 School personnel provide and coordinate programs to meet the needs of students when possible.

## Actions to Sustain Strengths

- 4.1 Continue to attract and hire quality candidates.
- 4.2 Continue to protect instructional time and focus on material and fiscal resources to meet needs of students.
- 4.3 Continue to create expectations for a safe, clean, healthy environment.
- 4.4 Continue to provide staff and students access to media and information resources, while providing some support.
- 4.5 Continue to provide multiple opportunities for technology (iPads, laptops, smartboards).
- 4.6 Continue to support current programs that meet the needs of students.
- 4.7 Continue current referral processes for counseling, educational needs, and career planning.

## Areas Needing Improvement

- 4.1 Hiring process needs to be more timely at the district level.
- 4.2 None needed.
- 4.3 Put a safety committee in place. Develop clear expectations for cleanliness.
- 4.4 Staff and student training on media and information resources is lacking.
- 4.5 No current technology plan.
- 4.6 The evaluation of all programs through data is not in place.
- 4.7 The evaluation of all programs through data is not in place.

## Actions to Address Areas in Need of Improvement

- 4.1 N/A
- 4.2 N/A
- 4.3 Put a safety committee in place. Develop clear expectations for cleanliness in the building.
- 4.4 Develop training on media and information resources for staff and students.
- 4.5 Develop a clear technology plan. Professional development for technology training.
- 4.6 Develop clear and reliable measures of program effectiveness.
- 4.7 Develop a clear and systematic process to address the needs of all students.

## Overview of Standard 4: Resources and Support Systems

School strengths are focusing on instructional time and improving continuous instruction. Administrators work to give instructional time a priority and to keep it uninterrupted. Administrators provide instruction and fiscal resources necessary when requested.

The loss of parent coordinator and full time Oaklawn assistance has left staff short-handed when dealing with students with emotional and social needs. GEI is in place, but is a lengthy and slow process. Teachers are unaware of an improvement plan or evaluation plan for programs such as Olweus and PBIS to check for effectiveness.

There seems to be a sufficient amount of technology available to students and staff, but lack of time and personnel to train. Computer lab and library time should be better utilized to train students on technology tools available to them. Teachers are unaware of a technology plan of an evaluation of technology.

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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: 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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</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>•Written protocols and procedures for data collection and analysis</li> <li>•Teachers use data from DIBELS, ISTEP, IREAD-3, SRI, and STAR to compare against district goals and data from previous years on a regular basis. Learning log meetings are done by grade level, where student data is collected and reflected up for instructional purposes.</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.		Level 1

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.	<ul style="list-style-type: none"> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Data is shared out at staff meetings. Staff looks at ISTEP data, comparing previous years' data and district goals. Data is compared at Learning Log meetings.</li> </ul>	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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 3

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.

Areas of Strength

- 5.1 Staff uses multiple assessment measures (ISTEP, IREAD-3, SRI, DIBELS, STAR).
- 5.2 Staff collects, analyzes, and applies knowledge from multiple assessment sources to increase student learning.
- 5.3 N/A
- 5.4 Learning Logs and Success period allows for analyzing data to determine needs for success at the next level.
- 5.5 Leaders monitor and share out information about student learning in multiple ways (staff meetings, charts, graphs, email).

Actions to Sustain Strengths

- 5.1 Continue to use multiple assessment sources to analyze student learning and form next steps.
- 5.2 Continue to use multiple assessment sources that allow staff to compare data across the district and with previous years.
- 5.3 N/A
- 5.4 Continue to analyze data and inform instruction through monthly Learning Log meetings.
- 5.5 Administrators should continue to monitor information about student learning and achievement of school improvement goals. This information should continue to be shared with staff regularly in multiple formats.

Areas Needing Improvement

- 5.1 Currently, there are no locally developed reliable assessments.
- 5.2 Staff is not familiar enough with NWEA. District calendar for math is missing this year. With the loss of mClass, primary grades are unclear about what consistent data to use. No current evaluation of Journeys or Everyday Math is in place.
- 5.3 Most staff members are not trained in the evaluation and interpretation of data.
- 5.4 Results from many assessments show mixed levels of improvement.
- 5.5 N/A

Actions to Address Areas in Need of Improvement

- 5.1 Have locally developed assessments that allow for comparative data.
- 5.2 Staff needs further training on how to use NWEA to inform instruction. A consistent assessment tool is needed for primary grades.
- 5.3 Professional development is needed for evaluating and interpreting multiple data sources.
- 5.4 Develop a clear plan on how to use data to inform TIER 1 instruction, resulting in more consistent improvement.

Overview of Standard 5: Using Results for Continuous Improvement

After IREAD-3, 3rd grade teachers, administrators, and interventionists looked at scores, categorized levels of risk, regrouped students, and then gave an additional six weeks of support instruction. Where 19 did not pass in March, this dropped to 2 students in June.

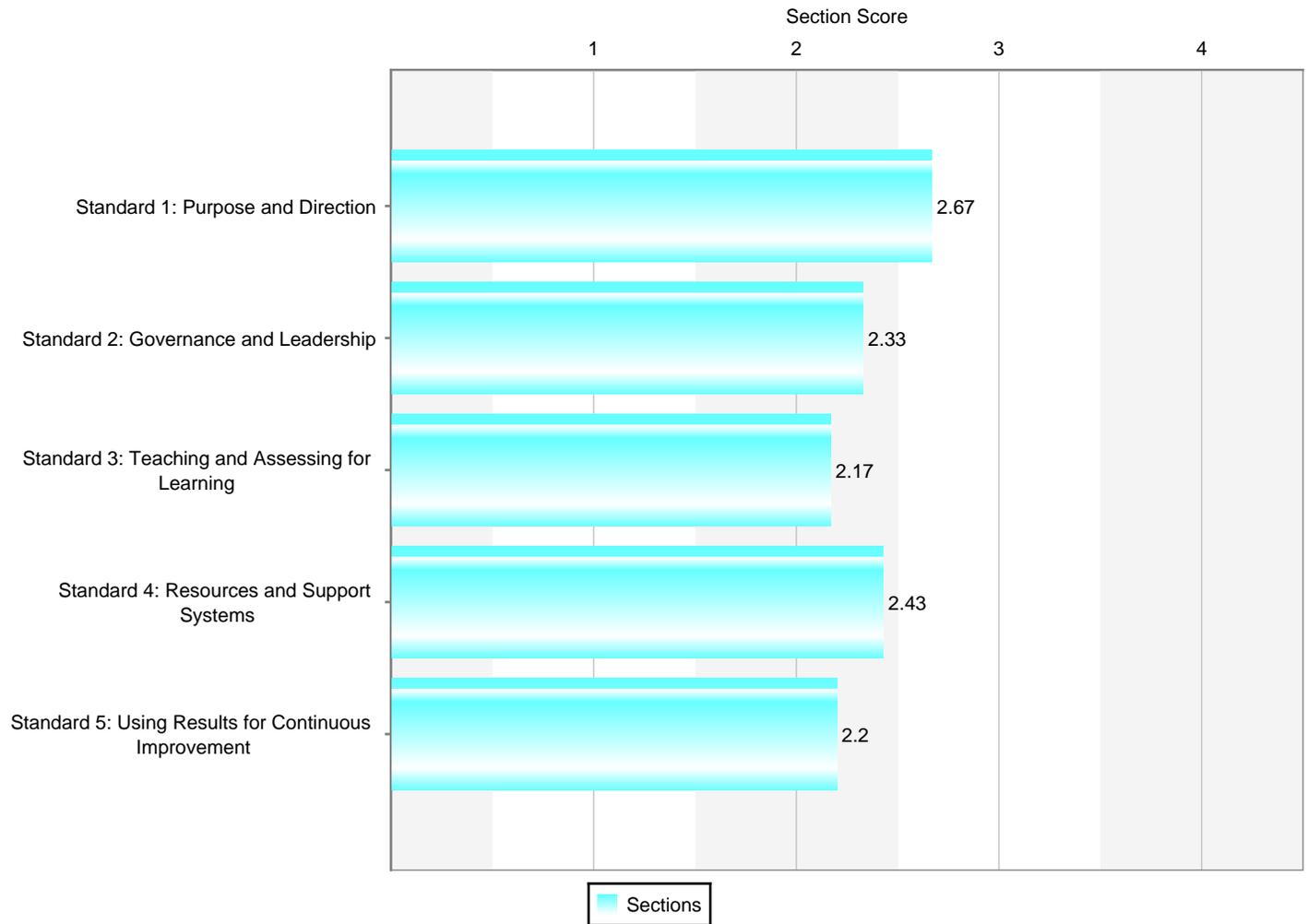
Teachers pour over data from DIBELS, mClass, ISTEP+, IREAD-3, SRI, and STAR. These results are compared against school and district goals, along with data from previous years. Learning Log meetings are held regularly, where grade levels collect and analyze data to form groups based on student need. Data folders are done by many teachers.

Teachers are not familiar with NWEA yet. A consistent assessment source is needed at the district level, especially K-2 (with the loss of mClass).

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## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Osolo Assessment Data with Strengths and Weaknesses Noted	Osolo Student Performance Data Sept 2017

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## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

Osolo students demonstrated strong performance on the 2016 ISTEP test, evidenced by an increase in percentage of students passing both Math and ELA sections of the ISTEP by 3.7% to 38.6%. Although this number is not where we want it to be, we are pleased to have closed gaps between Osolo and the state average. Osolo was one of six buildings in the district to show growth and showed the greatest increase in percentage of students passing both sections of ISTEP compared to last year. Osolo's third graders scored first in the district for passing ELA and the fifth graders scored fifth. Osolo grades 3, 5, and 6 all closed the gap between Osolo performance and state average as compared to last year. Osolo's IREAD performance showed an increase of 5.3% and is proud to report not only closing the gap between Osolo and state average but also that 100% of students who have attended Osolo since Kindergarten and were not eligible for an exemption passed the IREAD test. Osolo's NWEA growth was strong last year as well, leading the district with over 60% of students meeting or exceeding projected growth in reading. Osolo's Kindergarten and 2nd grade finished top in the district for percentage of students meeting reading growth with grades 1, 5, and 6 finishing in the top 5 in the district.

Osolo's combined Math ISTEP scores increased slightly, .8%, and we were unable to close the gap between Osolo students and state average. Osolo's third grade ISTEP results increased by 17.4% and allowed us to significantly close the gap between Osolo and the state average. This performance in third grade math well exceeded the corporation average and was the second highest proficiency score in the district. Osolo scored in the top five in the district for math passing percentage in grades 3, 5, and 6.

NWEA growth for Osolo last year was slightly over 60%, placing Osolo second in the district for students meeting or exceeding projected growth from the Fall to Spring NWEA Math assessment. Osolo had five grade levels finish in the top five in the district for reaching growth expectations (K, 1, 2, 5, 6).

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

Osolo students demonstrated strong performance on the 2016 ISTEP test, evidenced by an increase in percentage of students passing both Math and ELA sections of the ISTEP by 3.7% to 38.6%. Although this number is not where we want it to be, we are pleased to have closed gaps between Osolo and the state average. Osolo was one of six buildings in the district to show growth and showed the greatest increase in percentage of students passing both sections of ISTEP compared to last year. Osolo's third graders scored first in the district for passing ELA and the fifth graders scored fifth. Osolo grades 3, 5, and 6 all closed the gap between Osolo performance and state average as compared to last year. Osolo's IREAD performance showed an increase of 5.3% and is proud to report not only closing the gap between Osolo and state average but also that 100% of students who have attended Osolo since Kindergarten and were not eligible for an exemption passed the IREAD test. Osolo's NWEA growth was strong last year as well, leading the district with over 60% of students meeting or exceeding projected growth in reading. Osolo's Kindergarten and 2nd grade finished top in the district for percentage of students meeting reading growth with grades 1, 5, and 6 finishing in the top 5 in the district.

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NWEA growth for Osolo last year was slightly over 60%, placing Osolo second in the district for students meeting or exceeding projected  
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growth from the Fall to Spring NWEA Math assessment. Osolo had five grade levels finish in the top five in the district for reaching growth expectations (K, 1, 2, 5, 6).

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

Osolo's third graders scored first in the district for passing ELA and the fifth graders scored fifth. Osolo grades 3, 5, and 6 all closed the gap between Osolo performance and state average as compared to last year. Osolo's IREAD performance showed an increase of 5.3% and is proud to report not only closing the gap between Osolo and state average but also that 100% of students who have attended Osolo since Kindergarten and were not eligible for an exemption passed the IREAD test. Osolo's NWEA growth was strong last year as well, leading the district with over 60% of students meeting or exceeding projected growth in reading. Osolo's Kindergarten and 2nd grade finished top in the district for percentage of students meeting reading growth with grades 1, 5, and 6 finishing in the top 5 in the district.

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

We did not disaggregate data by subgroups prior to submission of the plan. We will disaggregate our data this year and look for trends within specific populations. Our third grade student data results on standardized tests certainly indicate strong performance in both math and reading. Our NWEA data shows strong growth for K, 1, 2 in both Math and Reading as measured by percentage of students meeting expected growth targets from Fall to Spring.

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

English Language Arts ISTEP results indicate Osolo students closing the gap between Osolo and the state average in grades 3, 5, and 6. Math ISTEP results indicate Osolo students closing the gap between Osolo and the state average in grades 3 and 6.

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

NWEA and ISTEP data show a positive relationship between growth and student performance in grades 3, 5, and 6..

## Areas in Need of Improvement

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

Osolo's fourth grade struggled last year on ISTEP performance with a decrease of 14.5% in both English Language Arts as well as Math. Osolo's fifth grade saw a decrease of 5% in Math on ISTEP performance. Osolo also struggled to show strong growth on NWEA in both math and reading in grade four.

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

There does not seem to be a negative trend in a specific grade level however our cohort scores of our current fifth grade students have indicated academic weaknesses in both English Language Arts and Math as measured by the ISTEP as well as NWEA.

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

English Language Arts ISTEP passing scores for grade four (42%) and grade 5 (47%) are concerning. Math ISTEP passing scores for grade four (36%) is of great concern.

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

There does not seem to be a negative trend in a specific grade level however our cohort scores of our current fifth grade students have indicated academic weaknesses in both English Language Arts and Math as measured by the ISTEP as well as NWEA. This group had 42% of students pass the ELA portion of ISTEP and 36% pass Math, the lowest passing percentages in the building.

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

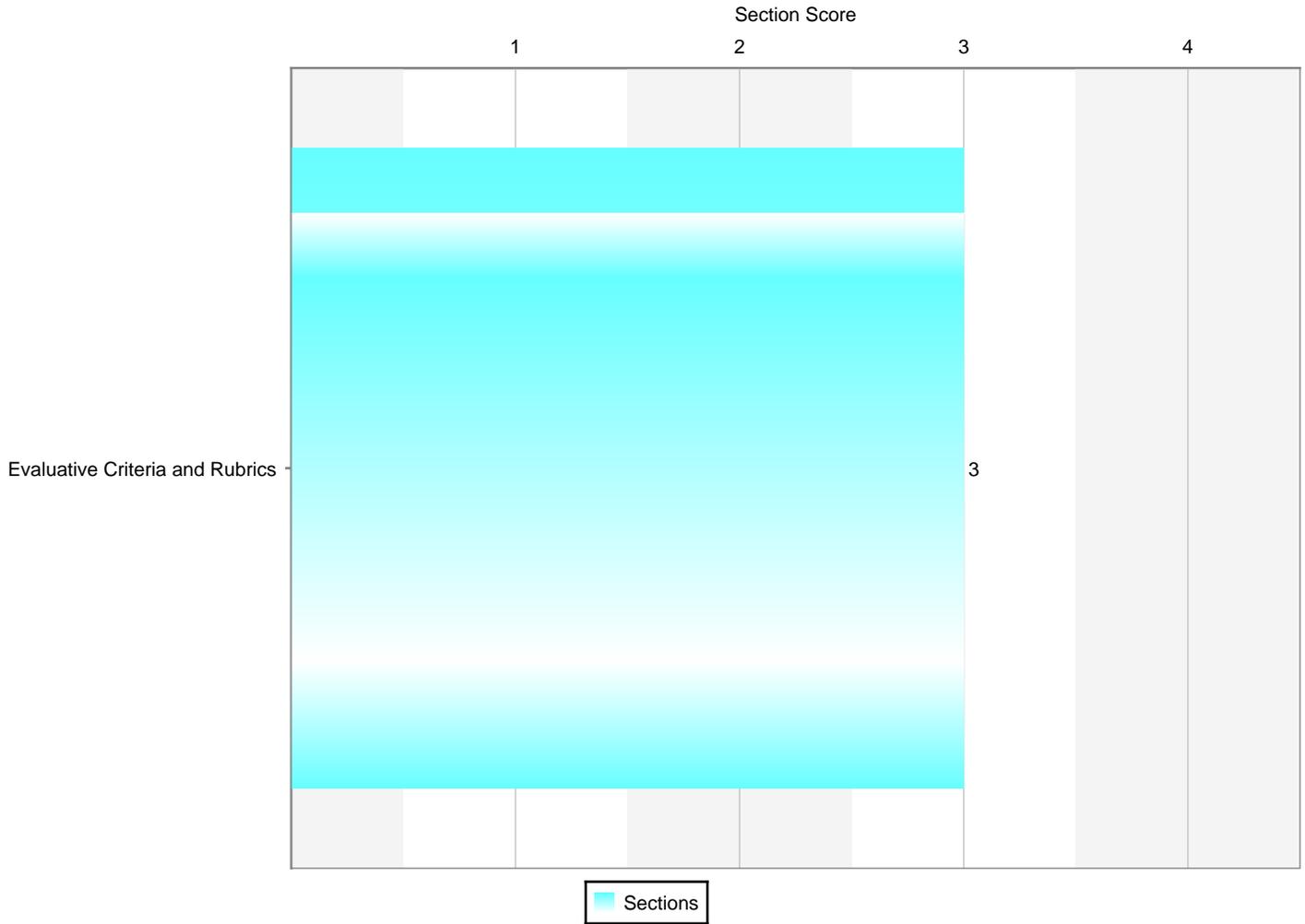
The gap between Osolo students and the state average increased in grade 4 as measured by students passing the ELA portion of ISTEP. The gap between Osolo students and the state average increased in grades 4 and 5 as measured by students passing the Math portion of ISTEP.

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

Scores from our current fifth grade students have indicated academic weaknesses in both English Language Arts and Math as measured by the ISTEP as well as NWEA. This group had 42% of students pass the ELA portion of ISTEP and 36% pass Math, the lowest passing percentages in the building.

### Report Summary

#### Scores By Section



# Stakeholder Feedback Diagnostic

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## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Although Osolo staff completed the staff survey through AdvancED, Osolo did not participate in the parent and student surveys this year as they were optional. Osolo has however administered a parent survey of their own the past two years and has analyzed information from those surveys to guide our decision making and planning. This past year (October 2015) we had approximately 200 parents participate in the online survey, a response from over 50% of our families. We were encouraged by the high number of participants and the positive feedback we receive.	

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## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

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## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Staff survey results indicate the highest scores in the following indicators:

- 1.3 School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.
- 5.5 Leadership monitors and communicates comprehensive information about students learning, and the achievement of school improvement goals to stakeholders.
- 4.3 School maintains facilities, services, and equipment to provide a safe, clean, and healthy environment.

Strengths noted on the parent survey indicated a high level of satisfaction in the following areas:

- \* I feel my child's teacher treats my concerns with respect, demonstrating a genuine interest in developing solutions.
- \* I feel comfortable contacting my child's teacher.
- \* I feel I have two-way communication with my child's teacher about my child's strengths, areas of improvement, learning style, progress, and other concerns I may have about my child.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Since this is the first year of administration of AdvancED surveys, trend data is not available at this time.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We currently do not administer any additional formal stakeholder feedback surveys to triangulate data.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Indicators rated lowest in the staff survey included:

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

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.

There were no areas of concern noted in the parent survey responses, as all questions were answered in a highly favorable light. The following questions had the most disagree or strongly disagree responses:

\* 11/191 respondents selected disagree or strongly disagree when asked, "I desire to be involved in the school in meaningful ways, and I feel encouraged to volunteer at school."

\* 9/186 respondents selected disagree or strongly disagree when asked, "I know how to access Powerschool to check my child's grades and academic progress."

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Since this is the first year of administration of the AdvancED surveys, trend data is not available at this time.

### What are the implications for these stakeholder perceptions?

\* Mentoring and coaching of new staff needs to be a priority. Although the district provides some training and support for new teachers, we need to develop a stronger culture of support within the building to provide support and encouragement to colleagues new to the profession or new to our building.

\* Collaborative learning was rated lower on the staff survey than many indicators. Our current schedule allows for 45 minutes of professional development time with all staff once a week on Wednesdays, as well as 40 minutes of time during the school day for all grade levels during a common prep period. It seems that our current structure provides some opportunities for collaboration that we may not be maximizing in terms of collaboration opportunities. Additional time and efforts will be put into helping staff build greater trust in their colleagues and a stronger understanding of the importance of a collaborative culture.

\* Grading practices are inconsistent not only across grade levels, but sometimes within grade levels. This is a conversation that is going on at the district level and one that may need more time spent discussing at the building level next year. As we develop a better understanding of common expectations regarding student proficiency, our grading practices may become greater aligned.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

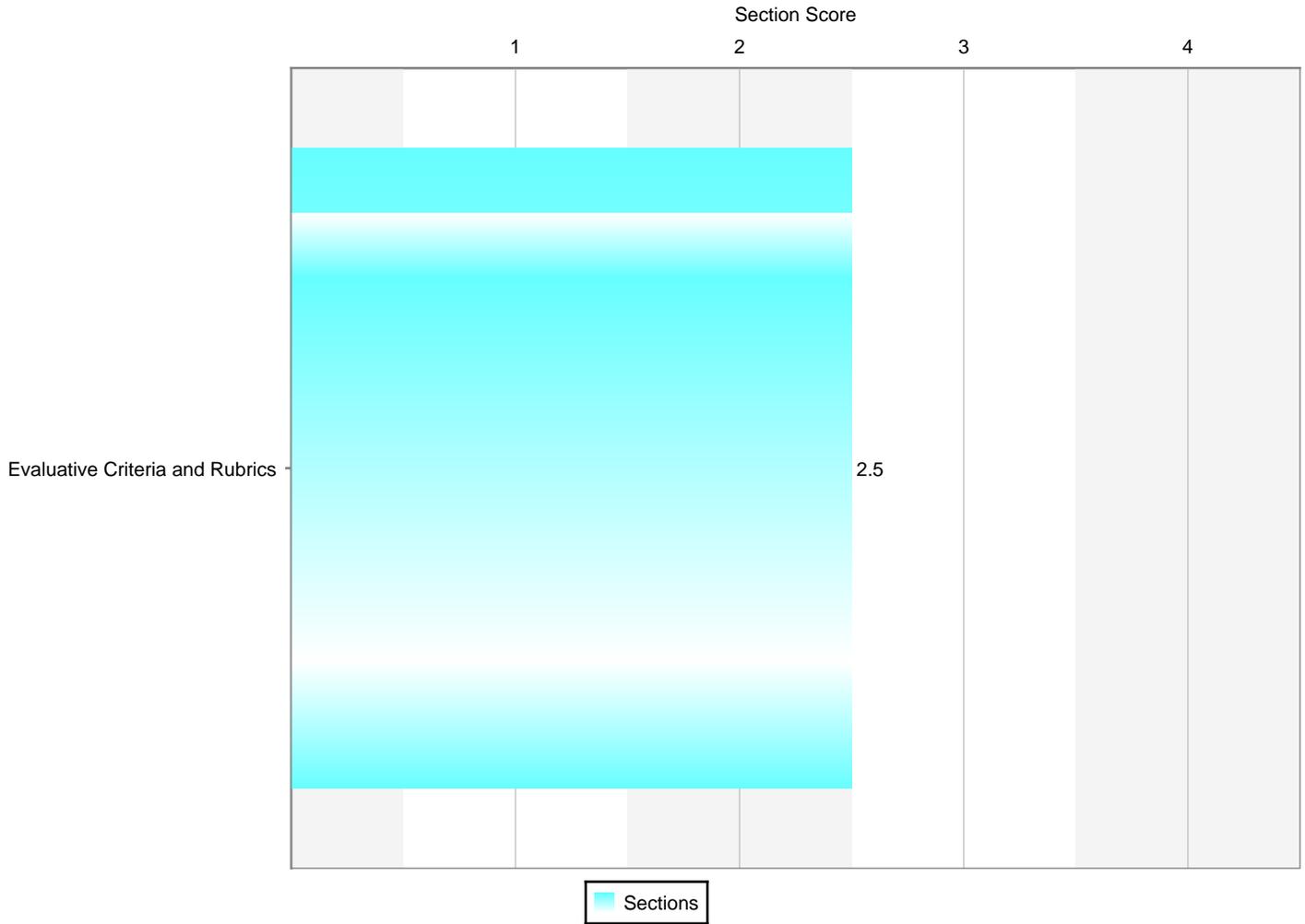
We currently do not administer any additional formal stakeholder feedback surveys to triangulate data. Based on administrative

conversations these elements needing improvement at Osolo are topics of conversation for improvement in the district's other elementary buildings as well.

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### Report Summary

#### Scores By Section



## 2017-18 Osolo Goals & Plans

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## Overview

### Plan Name

2017-18 Osolo Goals & Plans

### Plan Description

updated September 2017

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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	70% of students in grades K-6 will meet projected reading growth from Fall to Spring as measured by the NWEA Reading Assessment. This would be an increase of 10% from last year (2016-17) and an increase of 31% from 2015-16.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	80% of students in grades 3-6 will demonstrate proficiency (score of 75% or higher) in answering written response questions based on grade level specific rubrics that focus on answering the question completely with supporting details and evidence.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	60% of grade 3-6 students will receive a passing score on the Spring 2018 ISTEP assessment in the area of English Language Arts. This is an increase of 9% from last year (2016-17) and an increase of 11% from the 2015-16 assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500
4	65% of students in grade 5 will score above the 40th percentile on the Spring NWEA test in Math, an increase of at least 21% from the Spring 2017 results when this group of students were fourth graders.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$7000

**Goal 1: 70% of students in grades K-6 will meet projected reading growth from Fall to Spring as measured by the NWEA Reading Assessment. This would be an increase of 10% from last year (2016-17) and an increase of 31% from 2015-16.**

**Measurable Objective 1:**

70% of All Students will increase student growth from Fall to Spring as measured by NWEA Reading assessment. in Reading by 06/01/2018 as measured by Percentage of students meeting their individual projected growth RIT score in the area of Reading on the Spring NWEA assessment..

**Strategy 1:**

Guided Reading - All classrooms will receive the services of an additional support staff member for 40 minutes during their daily reading block to provide opportunities for small group reading instruction. All students will be expected to receive small group instruction a minimum of three times per week. Small group instruction provides students the opportunity to work with a variety of text. Text chosen will include text at student instructional level as well as text written at grade level expectations. All support staff working with small groups will be given guidance and support from the classroom teacher on choosing text and providing instruction that matches student need and grade level expectations.

Research Cited: Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction by A. Iaquent (2006) [https://www.mheonline.com/research/assets/products/03afdbd66e7929b1/guided\\_reading.pdf](https://www.mheonline.com/research/assets/products/03afdbd66e7929b1/guided_reading.pdf)

Evidence of success: Success will be measured by student growth indicated on Fall to Spring NWEA Reading assessments. Success will be monitored at the classroom level by increased scores on weekly comprehension tests and growth in student lexiles as measured by the Scholastic Reading Inventory.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Osolo Elementary School

<p>Additional staff support will be available to all classrooms for a minimum of 40 minutes each day during the Reading block to allow for small group instruction to take place. Additional classroom support staff include Instructional Assistants, Interventionists, Special Education Teachers, and ENL Teachers and are funded through either the General Fund or Title I Funds depending on assignment.</p>	<p>Direct Instruction, Class Size Reduction</p>	<p>08/21/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>General Fund</p>	<p>Instructional support schedule will reflect additional services in all K-6 classrooms for a minimum of 40 minutes during Reading instruction. Building administrators will monitor the fidelity of implementation through monthly classroom visits.</p>
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Activity - Academic Special	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in grades K-6 will have a 40 minute "Academic Special" scheduled once per week. Students in grades K-2 will spend this time working on literacy activities led by our specials teachers. There will be an emphasis placed on reading, writing, and student discussion to increase student reading comprehension skills. Students in grades 3-6 will participate in this literacy based activity every other week. Students in grades 3-6 will be participating in Cowboy Ethics, a character building program during this time when not engaged in the literacy focused special.</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program</p>	<p>09/11/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Specials teachers, Interventionists, and Cowboy Ethics presenter.</p>

**Goal 2: 80% of students in grades 3-6 will demonstrate proficiency (score of 75% or higher) in answering written response questions based on grade level specific rubrics that focus on answering the question completely with supporting details and evidence.**

**Measurable Objective 1:**

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by scoring 75% or higher on a common rubric. in Writing by 06/01/2018 as measured by monthly common assessments which require a written response. Assessments will be developed by each grade level and will be scored with a common rubric.

**Strategy 1:**

Sharing Exemplar Models - Grade levels will develop exemplar models and share these with students to model what proficiency looks like. Students will participate in self and peer scoring using the designated rubric to deepen their understanding of proficiency expectations. Teachers will share student samples from grade level writing on the whiteboard at least once per quarter and have students assist in adding details and evidence to move the sample to meet proficiency expectations. Research Cited: Putting Rubrics to the Test: The Effect of a Model, Criteria Generation, and Rubric-Referenced Self-Assessment on Elementary School Students' Writing written by Heidi L. Andrade, Ying Du, Xiaolei Wang published in the National Council of Measurement In Education Volume 27, Issue 2 Summer 2008 Pages 3–13 <http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2008.00118.x/full>

Evidence of success: Data will be collected on a monthly basis from a common writing prompt selected at the grade level and scored using a common rubric.

Activity - Creating Common Scoring Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clear expectations will be established at each grade level in regards to what proficiency looks like. Grade level teams will also identify student examples to share during instruction. Examples will include writing that is developing, proficient, and exemplary.	Academic Support Program	10/01/2017	06/01/2018	\$0	No Funding Required	Grade level teams.

**Goal 3: 60% of grade 3-6 students will receive a passing score on the Spring 2018 ISTEP assessment in the area of English Language Arts. This is an increase of 9% from last year (2016-17) and an increase of 11% from the 2015-16 assessment.**

**Measurable Objective 1:**

A 9% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by earning a passing score in English Language Arts by 06/01/2018 as measured by Spring 2018 English Language Arts ISTEP test..

**Strategy 1:**

Collaborative Planning - All staff will participate in professional development to understand the Professional Learning Communities (PLC) process. Grade level teams will collaboratively plan and reflect on instruction on a weekly basis. Discussions will be focused on the four PLC questions: 1. What will we teach? 2. How will we know if students learned it? 3. What will we do if they haven't learned it (remediation)? 4. What will we do if they master the skill (enrichment)? Discussions will focus on implementation of the district's new scope and sequence calendar, location of rigorous materials and resources, and the use of effective teaching strategies to increase the impact of Tier 1 instruction with all students. EL and Special Ed staff will join grade level teams identified as priority teams based on exceptionality enrollments and grade level data a minimum of two times per month in an effort to increase their understanding of the district's new scope and sequence and work to deliver a curriculum with strong vertical alignment. Certified Interventionists and classified instructional assistants who provide push-in support will participate in grade level collaboration meetings that occur on early release Wednesdays a minimum of three times per quarter.

Research Cited: <http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/aligningassessment.pdf#page=67>

Aligning Assessment To Guide The Learning Of All Students Council Of Chief State School Officers 2006

Evidence of success: Collaborative planning notes, quarterly staff reflections, and administrative participation in collaborative planning meetings will measure the successful level of implementation of Professional Learning Community process.

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will receive a minimum of one 1/2 day of release time each quarter. Teams will identify essential standards taught during the upcoming quarter, locate materials and resources which reflect strong rigor, discuss effective teaching strategies for delivering Tier 1 instruction, and develop common formative assessments to monitor student progress and proficiency. Additionally, all grades will have double preps (80 minutes) one day per week. It is anticipated that the longer planning period will allow for the establishment and development of the Professional Learning Communities process. Grade level teams are expected to use at least the first 40 minutes of the weekly double prep time for collaboration discussion.	Professional Learning	08/17/2017	06/01/2018	\$2500	District Funding	All grade level teams will participate, along with building administrators, Special Education and ENL staff.

**Goal 4: 65% of students in grade 5 will score above the 40th percentile on the Spring NWEA test in Math, an increase of at least 21% from the Spring 2017 results when this group of students were fourth graders.**

**Measurable Objective 1:**

collaborate to identify essential standards in English Language Arts and Mathematics by 06/01/2018 as measured by an increase in the number of 5th graders scoring above the 40th percentile as measured on the NWEA Spring Math assessment.

**Strategy 1:**

Essential Standards - All grade levels will receive one day of release time in September 2017 to identify 4-6 essential standards in the areas of ELA and math. These standards will be the driving force behind instruction and are the standards we guarantee students in each grade level will master before the end of the school year. Grade level teams will work on identifying the standards, determining rigor and proficiency, creating instructional units, developing common formative assessments, and monitoring student progress towards meeting grade level expectations before the end of the school year.

Research Cited: The Why Behind RTI. Educational Leadership. October 2010 | Volume 68 | Number 2

Interventions That Work Pages 10-16. <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/The-Why-Behind-RTI.aspx>

Evidence of success: NWEA scores will be analyzed in Winter to check for progress towards this goal. Spring NWEA scores will be analyzed to determine whether this goal was achieved.

**Indiana School Improvement Plan**

Osolo Elementary School

Activity - Design Instructional Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level teams to develop instructional units around essential standards identified during their September planning day.	Direct Instruction, Academic Support Program	09/01/2017	06/01/2018	\$4500	Title I School Improvement (ISI)	All staff will participate in release time professional development planning and activities in grade level teams. Funding is for providing substitute teachers and will be paid through district and Title funds.

**Strategy 2:**

Collaborative Planning - All staff will participate in professional development to understand the Professional Learning Communities (PLC) process. Grade level teams will collaboratively plan and reflect on instruction on a weekly basis. Discussions will be focused on the four PLC questions: 1. What will we teach? 2. How will we know if students learned it?

3. What will we do if they haven't learned it (remediation)? 4. What will we do if they master the skill (enrichment)? Discussions will focus on implementation of the district's new scope and sequence calendar, location of rigorous materials and resources, and the use of effective teaching strategies to increase the impact of Tier 1 instruction with all students. EL and Special Ed staff will join grade level teams identified as priority teams based on exceptionality enrollments and grade level data a minimum of two times per month in an effort to increase their understanding of the district's new scope and sequence and work to deliver a curriculum with strong vertical alignment. Certified Interventionists and classified instructional assistants who provide push-in support will participate in grade level collaboration meetings that occur on early release Wednesdays a minimum of three times per quarter.

Research Cited: <http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/aligningassessment.pdf#page=67>

Aligning Assessment To Guide The Learning Of All Students Council Of Chief State School Officers 2006

Evidence of success: Collaborative planning notes, quarterly staff reflections, and administrative participation in collaborative planning meetings will measure the successful level of implementation of Professional Learning Communities.

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Osolo Elementary School

Grade level teams will receive a minimum of one 1/2 day of release time each quarter. Teams will identify essential standards taught during the upcoming quarter, locate materials and resources which reflect strong rigor, discuss effective teaching strategies for delivering Tier 1 instruction, and develop common formative assessments to monitor student progress and proficiency. Additionally, all grades will have double preps (80 minutes) one day per week. It is anticipated that the longer planning period will allow for the establishment and development of the Professional Learning Communities process. Grade level teams are expected to use at least the first 40 minutes of the weekly double prep time for collaboration discussion.	Professional Learning, Direct Instruction, Academic Support Program	09/01/2017	06/01/2018	\$2500	District Funding	All grade level teams will participate, along with building administrators, Special Education and ENL staff.
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## 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
Creating Common Scoring Rubric	Clear expectations will be established at each grade level in regards to what proficiency looks like. Grade level teams will also identify student examples to share during instruction. Examples will include writing that is developing, proficient, and exemplary.	Academic Support Program	10/01/2017	06/01/2018	\$0	Grade level teams.
Academic Special	Students in grades K-6 will have a 40 minute "Academic Special" scheduled once per week. Students in grades K-2 will spend this time working on literacy activities led by our specials teachers. There will be an emphasis placed on reading, writing, and student discussion to increase student reading comprehension skills. Students in grades 3-6 will participate in this literacy based activity every other week. Students in grades 3-6 will be participating in Cowboy Ethics, a character building program during this time when not engaged in the literacy focused special.	Behavioral Support Program, Direct Instruction, Academic Support Program	09/11/2017	06/01/2018	\$0	Specials teachers, Interventionists, and Cowboy Ethics presenter.
<b>Total</b>					\$0	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Design Instructional Units	Teachers will work in grade level teams to develop instructional units around essential standards identified during their September planning day.	Direct Instruction, Academic Support Program	09/01/2017	06/01/2018	\$4500	All staff will participate in release time professional development planning and activities in grade level teams. Funding is for providing substitute teachers and will be paid through district and Title funds.

**Indiana School Improvement Plan**

Osolo Elementary School

**Total** \$4500

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Planning	Grade level teams will receive a minimum of one 1/2 day of release time each quarter. Teams will identify essential standards taught during the upcoming quarter, locate materials and resources which reflect strong rigor, discuss effective teaching strategies for delivering Tier 1 instruction, and develop common formative assessments to monitor student progress and proficiency. Additionally, all grades will have double preps (80 minutes) one day per week. It is anticipated that the longer planning period will allow for the establishment and development of the Professional Learning Communities process. Grade level teams are expected to use at least the first 40 minutes of the weekly double prep time for collaboration discussion.	Professional Learning, Direct Instruction, Academic Support Program	09/01/2017	06/01/2018	\$2500	All grade level teams will participate, along with building administrators, Special Education and ENL staff.
Collaborative Planning	Grade level teams will receive a minimum of one 1/2 day of release time each quarter. Teams will identify essential standards taught during the upcoming quarter, locate materials and resources which reflect strong rigor, discuss effective teaching strategies for delivering Tier 1 instruction, and develop common formative assessments to monitor student progress and proficiency. Additionally, all grades will have double preps (80 minutes) one day per week. It is anticipated that the longer planning period will allow for the establishment and development of the Professional Learning Communities process. Grade level teams are expected to use at least the first 40 minutes of the weekly double prep time for collaboration discussion.	Professional Learning	08/17/2017	06/01/2018	\$2500	All grade level teams will participate, along with building administrators, Special Education and ENL staff.
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$5000</span>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Indiana School Improvement Plan**

Osolo Elementary School

Small Group Instruction	Additional staff support will be available to all classrooms for a minimum of 40 minutes each day during the Reading block to allow for small group instruction to take place. Additional classroom support staff include Instructional Assistants, Interventionists, Special Education Teachers, and ENL Teachers and are funded through either the General Fund or Title I Funds depending on assignment.	Direct Instruction, Class Size Reduction	08/21/2017	06/01/2018	\$0	Instructional support schedule will reflect additional services in all K-6 classrooms for a minimum of 40 minutes during Reading instruction. Building administrators will monitor the fidelity of implementation through monthly classroom visits.
<b>Total</b>					\$0	

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## **Title I Schoolwide Plan Requirements**

## **Introduction**

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

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**Title I Schoolwide Plan Requirements**

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	No	A parent survey was administered in October 2015 with over 50% of parents responding. A staff survey was administered in October 2015 as well. All staff participated in the self-assessment workbook activity in November 2015, providing input regarding Osolo's current level of performance for each standard indicator and noting areas of strength and areas for improvement.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Osolo Elementary School uses the Journey's reading program for core reading instruction and the Everyday Mathematics math program from core math instruction. Additionally, Osolo has 30 minutes scheduled daily where support staff is available in all grade levels to provide remediation or enrichment in either math or reading as determined by student performance data.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Osolo has an on site Boys and Girls Club that serves over 150 students after school, providing access to the education room for homework support and assistance. Additionally, approximately 35 students from the Boys and Girls Club participate in after school tutoring 2-3 times per week, working with certified teachers to build academic skills. Osolo's third grade teachers analyze assessment and performance data of their students and invite students who are at risk of failing the IREAD-3 test to an after school Camp IREAD workshop led by certified staff that focuses on building reading skills.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	Attached.	

**Indiana School Improvement Plan**

Osolo Elementary School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Principals participate in monthly administrative team meetings that allow for professional development. Teachers and paraprofessionals meet weekly for 45 minutes on early release days (Wednesdays) to collaboratively analyze data and plan effective instruction. All certified staff have opportunities to attend various workshops and conferences related to Osolo's school improvement plan throughout the year as funds allow.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Elkhart Community Schools posts job openings on the district website and with universities. Prior to hiring, candidates take an online screening, participate in a digitally video-taped interview at the district level, and are interviewed by a team at the school level. To reduce teacher turnover, each new teacher is assigned a mentor teacher who meets regularly to support and assist with the transition to the school. New hires also participate in the TESA program at the district level.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Increasing parental involvement is a focus at Osolo school. Opportunities for parental involvement include the PTO, All Pro Dads, Muffins with Moms, and multiple Family Activity Nights (Math, Reading, Art). There are two formal parent teacher conference dates (October and March) for parents to meet with classroom teachers and discuss their child's progress. Teachers are also available for personal or phone conferences throughout the year. School newsletters regarding activities, programs, learning resources and ideas are sent home monthly in both English and Spanish.	

**Indiana School Improvement Plan**

Osolo Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	All students in grades K-6 will take the NWEA test three times this school year. Students will test in the subject areas of Reading, Math, and Language Arts. Scores will be shared with students for goal setting purposes. Scores will be shared with parents to provide information on how their child is performing in comparison to the school, the district, and national norms. Parents also receive mailings with assessment results for statewide assessments (ISTEP and IREAD-3).	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Although parents are asked for input regarding Title 1 documents and the schoolwide improvement plan, this is an area that Osolo will focus on strengthening as we move forward.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	A 'Kindergarten Kick-Off' is publicized throughout area preschool programs (including Head Start) and within the community at large and is held in April each year. Future kindergarten students and parents are able to see the school, including the classrooms, meet the staff and current kindergarten parents, and even tour a school bus. Case conferences are held in May for preschool students who are on an IEP, and kindergarten classroom teachers are assigned at that time. Osolo currently houses a Headstart program in the building.	

# Indiana School Improvement Plan

Osolo Elementary School

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	All staff participate in professional learning communities and professional development opportunities for 45 minutes during early release time each Wednesday. Grade level teams and support staff meet regularly to analyze student performance data and create small groups for remediation of skills. These teams also identify students who are proficient and work to plan enrichment activities to strengthen academic skills and challenge students' learning. Administrators will meet with classroom teachers following the administration of NWEA tests to analyze data and determine impacts on instruction.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Grade level teams and support staff meet regularly to analyze student performance data and create student groups for remediation or enrichment. Osolo has 2 certified Interventionists, 2 certified Special Education teachers, and 1 certified ENL teacher to provide academic support. Responses to students who are not proficient include flexible grouping, differentiated curriculum, CARES mentoring, and referral to our academic intervention team. All classrooms have a support person for 40 minutes of reading and 30 minutes of math instruction to provide small group support.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures and budgetary coordination, within Title 1 schools, are coordinated at the district level. Coordinated programs include Title 1, special education, and English as a second language. Title 1 funds provide two certified Interventionists and an office translator. Additionally, the funds facilitate time for monthly Family Activity Nights, professional development, and monitoring the implementation of the school improvement plan.	

**Indiana School Improvement Plan**

Osolo Elementary School

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures and budgetary coordination, within Title 1 schools, are coordinated at the district level.	

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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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