



# Indiana School Improvement Plan

Pierre Moran Middle School

Elkhart Community Schools

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information .....	8
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	10
Improvement Planning Process.....	11
<b>Self Assessment</b>	
Introduction.....	13
Standard 1: Purpose and Direction.....	14
Standard 2: Governance and Leadership.....	17
Standard 3: Teaching and Assessing for Learning .....	20
Standard 4: Resources and Support Systems.....	25
Standard 5: Using Results for Continuous Improvement.....	28
Report Summary.....	31

**Student Performance Diagnostic**

Introduction ..... 33

Student Performance Data ..... 34

Evaluative Criteria and Rubrics ..... 35

Areas of Notable Achievement ..... 36

Areas in Need of Improvement ..... 37

Report Summary ..... 38

**Stakeholder Feedback Diagnostic**

Introduction ..... 40

Stakeholder Feedback Data ..... 41

Evaluative Criteria and Rubrics ..... 42

Areas of Notable Achievement ..... 43

Areas in Need of Improvement ..... 44

Report Summary ..... 45

**Plan for Indiana School Improvement Plan\_2017-18**

Overview ..... 47

Goals Summary ..... 48

    Goal 1: percent of all students will achieve a pass or a pass+ on the English Language Arts section of the spring 2018 ISTEP+ Assessment. .... 49

    Goal 2: Thirty percent of all students will achieve a pass or a pass+ on the math section of the spring 2018 ISTEP+ Assessment. .... 49

Activity Summary by Funding Source ..... 51

**Title I Schoolwide Plan Requirements**

Introduction ..... 53

Title I Schoolwide Plan Requirements ..... 54

**SAP PAI Root Cause Analysis**

Introduction ..... 58

Root Cause Analysis Priority Area for Improvement #1 ..... 59

Root Cause Analysis Priority Area for Improvement #2 ..... 60

Root Cause Analysis Priority Area for Improvement #3 ..... 61

Turnaround Principles ..... 62

**SAP Turnaround Principles**

Introduction ..... 71

Turnaround Principle 1: School Leadership ..... 72

Turnaround Principle 2: School Climate and Culture ..... 76

Turnaround Principle 3: Effective Instruction ..... 77

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems ..... 79

Turnaround Principle 5: Effective Staffing ..... 81

Turnaround Principle 6: Enabling the Effective Use of Data ..... 83

Turnaround Principle 7: Effective Use of Time ..... 84

Turnaround Principle 8: Effective Family and Community Engagement ..... 85

Evidence ..... 86

Next Steps ..... 88

Conclusion..... 89

## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Pierre Moran Middle School was named after a French-Indian who became a chief of the "Three Fires Confederation" of the Potawatomi Tribe. Chief Pierre Moran oversaw the land which is now Elkhart, Indiana and made the deal to sell the land to city founder Havilah Beardsley.

The city of Elkhart is 100 miles east of Chicago. Elkhart is a business and industrial community, located in north central Indiana. The economic base of Elkhart relies heavily on the mobile home, van conversion, and recreational vehicle industry, as well as numerous suppliers to those industries. Other major industries include band instruments, electronics and a wide variety of smaller service businesses. The city is marked with many family friendly parks, rivers and lakes which allow for a wide array of activities for adults and children.

Pierre Moran Middle School was built in 1962 as junior high housing grades seven, eight, and nine. In 1984 the school district decided to move the ninth grade to the high school, and Pierre Moran, along with the other two middle schools, became seventh and eighth grade buildings. With the exception of a couple of years, Pierre Moran's student body has numbered between 600 and 660. Pierre Moran has approximately 45 teachers and another 40 support staff including secretaries, custodians, technical assistants, paraprofessionals and cafeteria staff. The immediate neighborhood where Pierre Moran Middle School is located is urban residential with poor and lower middle class residents. However, our student body also includes families that come from the full range of socio-economic categories. During student counts for the 2016-17 school year, 64 percent of Pierre Moran students were on free lunch, another 10.6 percent received reduced lunch prices and 25.4 percent paid full lunch prices. Our student body is also very ethnically diverse. The 2016-17 school year counts showed Pierre Moran was 31.7 percent white, 44.3 percent Hispanic, 17.1 percent black, 5.9 percent multiracial, 0.8 percent Asian, and 0.2 percent American Indian. The largest change in our student body has been the increase in our Hispanic population.

In the 2017-18 school year, the student schedule will consist of seven 47 minute periods with a 27 minute advisory period on Mondays. There will be a 27 minute Success Period on Tuesday, Thursday, and Friday. On Wednesday, the student schedule will consist of seven 40 minute periods with a 27 minute Success Period. All students are enrolled in four core classes (English, math, science and social studies) and with some exception, take all of the life skills classes during their middle school experience (physical education, health, art, music, college and careers, reading, and business applications). Core classes, and performing music classes meet both semesters, while the life skills and electives are all one semester in length. We also offer other electives such as: science problem solving, creative dramatics, guitar, exploratory Spanish, creative writing, and philanthropy.

Our diverse student population also allows us to offer a number of special programs geared at letting our students become the best learners they can be. We offer support to students with learning disabilities, mild mental disabilities, emotional disabilities, and severe mental disabilities. With very few exceptions all students at Pierre Moran, regardless of disability, are taking classes in a general education setting, and all are taught by highly qualified teachers. Our English Language Learners receive support from our EL staff, two teachers and one paraprofessional. However, we are all responsible for the EL learners' education, and continue to do professional development to support them as they strive to become the best learners they can be. Our Honors program offers courses in the four core classes at each grade level. The students for Honors classes are identified each spring. One of the district's EL Task Force initiatives was for building administrators to implement the intentional scheduling of Level 4 and/or Long Term English Language Learners (LTELL) students in Honors classes. Our SY 2017-2018

building provides intentional language acquisition instruction and intervention for LTELLs.

Pierre Moran students are offered the opportunity to involve themselves in a large array of extracurricular activities. In addition to athletics (cheerleading, cross country, soccer, football, volleyball, basketball, swimming, wrestling, and track), students can participate in activities sponsored by our Parent Teachers Committee (PTC) and other community partners. Students may also participate in the Pierre Moran National Junior Honor Society and academic competitions including: academic quiz bowl, spell bowl, robotics, and science fair. Students involved in the performing music courses, which include band, choir and orchestra, give concerts and compete in state sponsored music competitions.

## 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.**

Pierre Moran Mission Statement: Pierre Moran Middle School is inspiring excellence by providing all students with the opportunity to become the very best learners they can be.

Elkhart Community Schools Mission Statement:

Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.

Elkhart Community Schools Philosophy:

In the fall of 2015, Elkhart Community Schools embarked on the development of a strategic plan designed to guide the direction of the district from 2017-2022. Initial steps in the process included community meetings and surveys led by Ball State University, then the establishment of a focus group comprised of parents, staff members, and community members who presented the Board of School Trustees with recommendations. The Board established a series of community meetings over June-July 2016 to receive community input. Throughout the process, the Board has carefully considered the community feedback as they developed the strategic plan.

Pierre Moran Middle School's instruction is structured around a standard-based curriculum, and has transitioned to using the Indiana Academic Standards. At Pierre Moran every student is involved in the following curricular areas: English, math, science, social studies, art, general or performing music, health and physical education, reading, and college and career readiness. Math and English Language Arts' instructional calendars based on the Indiana's critical academic standards can be found at the school and with each individual teacher.

## 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.**

Pierre Moran has strong music and art programs. Pierre Moran has also developed and maintained strong partnerships with local community businesses to form positive community relationships.

Pierre Moran participated in Advanc-Ed's diagnostic review and gained insightful feedback regarding strengths and improvement priorities. Areas of improvement the school is striving to achieve in the next three years is to develop, implement, and evaluate for effectiveness a comprehensive school improvement plan that:

- 1) includes input from all stakeholders
- 2) is aligned to the Indiana Academic Standards, emphasizes clearly defined high expectations for student performance, and focuses on student development of critical thinking skills (rigor)
- 3) prioritizes teachers' use of research-based instructional practices, e.g., differentiated and individualized instruction, student centered learning activities, questioning techniques that support critical thinking skill development, lesson content connections to real world experiences of students, and student use of technology for learning
- 4) is monitored and formatively assessed by school administration through processes and instruments that address student engagement and achievement.

Another area of improvement is in identifying instructional strategies that focus on critical thinking skill development, e.g., differentiated and individualized instruction, student-centered learning activities, questioning techniques that support critical thinking skill development, lesson content connections to real world experiences of students, exemplars of high performance and standards of excellence, and student use of technology for learning.

Pierre Moran is also developing, implementing and evaluating processes, procedures and practices to ensure that the curriculum in all classes is rigorous and:

- 1) provides all students with individualized, challenging and equitable learning opportunities
- 2) is standards-based, emphasizes higher order thinking and problem solving skills
- 3) is aligned vertically with the elementary and high school curricula and with the school's stated purpose and beliefs about student learning, and
- 4) incorporates student learning objectives that are specific, measurable and attainable.

Staff collaborated in the development of a format lesson plan template for instructional planning and instructional practices in all subject areas based on formative data that incorporates: student-centered activities; exemplars of high quality work; critical thinking skill development; differentiated learning opportunities; and use of digital tools to increase student engagement.

## **Additional Information**

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

In the last four years there has been an unusually high number of changes to the administrative team. Currently, the school leadership consists of three administrators fairly new to their particular duties and roles. There have also been numerous changes in the teaching staff. Prior to the 2016-17 school year, the school experienced a significant decline in enrollment over the course of three years. However, the 2016-17 school year shows an enrollment increase. Additionally, we were awarded the School Improvement Grant from the IDOE. Funds are awarded on a competitive basis to schools in districts with the greatest need for funds and the strongest commitment to provide adequate resources and support.

With the start of the 2017-2018 school year, PMMS transitioned to a 1:1 technology school. Each students enrolled at PMMS receives an assigned iPad. Each teacher also received an iPad.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The School Leadership Team (SLT) were charged with the task of developing the school's improvement plan (SIP). Team members were selected by asking the science, social studies, and Special education departments to nominate a representative that encompassed a set criteria including ability to promote and support student learning and willingness to work over the summer. These departments were asked to nominate and vote on the individual who best represented the list of criteria. Because of demands placed on the English Language Arts and math department chairs, they were asked to be a part of the School Leadership Team. Other members were -as part of the team to represent English Learners and Special Education as well as Life Skills. These members were chosen based on qualities that included their optimistic disposition, work ethic, and school improvement efforts. Because the team was formed towards the end of the 2015 school year, meetings were held over the summer of 2015. In order to accommodate team members, meetings were held after school during the regular school year. The SIT meets once a month to collaborate on school improvement efforts.

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

Collaboration time was used for the teachers to be part of the decision making process towards school improvement efforts. With the school's new parent liaison in place, efforts were being made to add representation from stakeholder groups to participate in the development of the SIP. Their responsibilities included attending SIP meetings, monitoring progress, providing feedback, and sharing insights.

**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 plan has been shared during school-wide collaboration sessions, shared with parents during school night events, and will be posted on the school website,.

# **Self Assessment**

## **Introduction**

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

### Standard 1: Purpose and Direction

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<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>•Communication plan to stakeholders regarding the school's purpose</li> </ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</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/Actions to Sustain Strength

Currently, the school does not have an updated purpose statement; however, teachers are aware of the purpose as evident in the consistent communication of high communications on behalf of the administrative team. The purpose statement will help drive instructional expectations throughout the building. So that all students achieve some degree of learning, thinking, and life skills, some challenging educational programs and equitable learning experiences are implemented. Some examples include: Honors in the four core subjects, a Community Philanthropy class, a Creative Dramatics class, Math Problem Solving, Read 180, ELL courses, Fine Arts performances/contests, Woods Works and Small Engine Repair, Computers, Intro to Culinary Arts, Beginner and Advanced Guitar, and participation in science fairs and academic bowls. In addition, we offer courses for high school credit such as College and Careers, Biology, Intro to Art, Physical Education/Wellness. Furthermore, Pierre Moran is committed to the district initiative of intentional scheduling of Level 4 English Language Learners (ELLs) and/or Long Term ELLs (LTELLs).

School leadership maintains high expectations for professional practice through regular classroom learning walks and walkthroughs that focus on school-wide initiatives, such as Language Arts based bell work for all classes, posted standards and objectives, evidence of classroom procedures, and being vigilant on student supervision.

In order to sustain these strengths, Pierre Moran will continue to offer the above listed challenging programs and equitable learning experiences. The school will continue in these efforts by gradually expanding academic and nonacademic programs as approved by the governing body.

Another area of strength includes the development a multi-tiered instructional interventions that focus on core classroom instruction for all, targeted small group interventions, intensive, individualized interventions, and GEI and/or Special Education recommendation services. Also, continuing to expand on the practices of the 8 Step Process. This includes Step #2-Calendar Development and Step #3 Instructional Focus. Time for Calendar Development was scheduled for the summer of 2016. This strength was sustained by the sharing of calendars with school staff.

### Areas of Need for Improvement/Plans to Improve

Based on the AdvancEd Staff survey, an area in need of improvement is school engagement in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Also, it was recommended for Pierre Moran's school leadership to implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

In order to address the need of the school engaging in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, the school will establish a purpose statement. With input from the staff, the statement will be constructed by the School Leadership Team (SLT), which is made up of teacher representatives from each department and school leaders. Upon finalizing the school purpose statement, which will focus primarily on improved student achievement and instruction, the SLT will create and implement a process through which to review, revise, and communicate the school purpose to stakeholders.

In order to address the need for a continuous and documented improvement process, professional development was provided for all staff members in an effort to introduce and/or refresh staff in the 8-Step Process. The 8 Step Process is an integrated system for improved student achievement that includes: data disaggregation, curriculum calendar development focused on instruction, assessments, intervention, enrichment, maintenance, and monitoring of all students and school performance. As a result of the professional development, staff members will expected to actively participate in the improvement process by attending learning log meetings, access school-wide and classroom-based data (via common server and/or common area within the building), and weekly collaboration with their departments and/or data teams during the designated Wednesday collaboration time. Learning logs, collaboration, and data teams will allow for staff to identify

measurable objectives and create action plans that integrate best practice strategies, and available resources. These plans will be implemented throughout each 8-Step window. Learning Logs are designed to allow for the discussion of the 8 Step Process Data. Math and Language Arts teachers will peer coach demonstrating best practice strategies for efforts in cross-curricular instruction and intervention. Students will be able to track their individual growth in 8-Step Window assessments (including post tests given in Advisory), NWEA, and SRI (Student Reading Inventory). They will interact with the data by graphing result in their English Language Arts and Math classes and setting measurable performance targets to be achieved at the conclusion of an intervention/maintenance/enrichment Advisory period. Improvement goals will be based on measurable objectives from the aforementioned assessments--Window assessments require 80% mastery per Indiana Academic standard; NWEA requires targeted growth scores; and SRI provides students with a reading level score, a targeted goal, and grade level reading proficiencies.

School leaders will ensure accountability through classroom learning walks, walkthroughs, and formal evaluations.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	•Governing body policies, procedures, and practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest	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.	•Communications regarding board actions •Agendas and minutes of meetings	Level 2

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.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 2

# Indiana School Improvement Plan

Pierre Moran Middle School

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>•Minutes from meetings with stakeholders</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Representative supervision and evaluation reports</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/Actions to Sustain Strength

In general, the governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day to day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of the school leadership. Board minutes are always emailed and readily available to all stakeholders. These minutes communicate any actions taken by the board, as well as changes put in place. In addition, before the school year started, school administrators met with the Deputy Superintendent to help clarify and distinguish the roles and responsibilities of the governing body and the support available to school leadership.

The criteria and processes of supervision and evaluation include a focus on improving professional practice and student success. The evaluation form is a strength that can be sustained by using the form to guide the focus on instructional planning and organization, as well as the instructional learning environment. Each category of the evaluation form has specific objectives that allow the evaluators to score teachers as ineffective, improvement necessary, effective, or highly effective. This strength will be maintained by continuing to complete walk-throughs, as well as full classroom observations. Teachers will be evaluated by more than one school leadership personnel.

## Areas of Need for Improvement/Plans to Improve

Based on the 2014-2015 AdvancEd Standard 2 Diagnostic results, areas in need of improvement include: utilizing supervision and evaluation processes to monitor and effectively adjust professional practices and improve student learning, as well as needing the desire for collective accountability for student learning from the leaders and staff. The AdvancEd Student Survey results concur with the diagnostic results suggesting these same areas are indeed in need of improvement.

In order to address the need for the desire of accountability in the leaders and staff for collective for student learning, teachers are grouped in teams. Teachers are grouped across the four core content areas (Math, English Language Arts, Science, and Social Studies) and have the most of the same students within their teams. In order to foster a culture consistent with the school's purpose and direction, these newly developed cross-curricular teams will help in the sharing and responsibility of student learning conditions. Besides having the same preparation period, scheduled weekly meeting among cross-curricular and content area departments will take place during the school year to support innovation, collaboration, shared leadership, and professional growth. The school leadership team will be frequently called upon in

helping to bridge communication and align decisions and actions toward continuous improvement to achieve the school's purpose.

In order to improve engagement among stakeholders in support of the schools purpose and direction, a parent liaison was hired over the summer to assist in the communication with stakeholder groups - specifically parents. This will help ensure that school improvement efforts are collaborative and provide parents with some leadership roles. School leaders will provide opportunities through Back-to-School Night and other quarterly events to provide opportunities for stakeholders to shape decisions and also to solicit feedback in order to work collaboratively on school improvement efforts and provide leadership roles for stakeholders.

In order to utilize the supervision and evaluation processes to monitor and effectively adjust professional practice and improve student learning, school leadership will provide specific and purposeful feedback on the evaluation tools such as learning walks, walk-throughs, and evaluations forms. School leadership will also complete more frequent "learning walks" for each classroom teacher. The "learning walk" involves a short visit from school leader personnel. During that visit, school leadership will utilize a simple checklist of specific objectives that indicate whether instructional planning and organization are observed. This "learning walk" will allow school leadership to provide quick and meaningful feedback to the classroom teacher prior to the teachers' formal evaluation. Each teacher will receive a minimum of one learning walk per semester. School leadership can determine whether more learning walks are required.

Although the criteria and processes of supervision and evaluation include references to professional practice and student achievement exists, supervision and evaluation processes are implemented at minimal levels. The results of the learning walks will be utilized to monitor and effectively adjust professional practice and improve student learning.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 1.17

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 few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> </ul>	Level 1

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>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never 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>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Findings from supervisor walk-thrus and observations</li> </ul>	Level 1

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders occasionally or randomly 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>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss 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 rarely occur among school personnel. School personnel see little value in collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> </ul>	Level 1

# Indiana School Improvement Plan

Pierre Moran Middle School

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.	Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	Level 1

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.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate	Level 2

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.	Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.		Level 1

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

Areas of Strength/Actions to Sustain Strengths

An area of strength noted is that the school has developed formal structure whereby each student is well known by at least one adult advocate who supports that student's educational experience. This formal structure takes place during the Advisory period allowing school personnel to interact with individual students and build relationships over time. Advisory classes are small groups that utilize digital citizenship, a digital awareness district online program implemented each Monday morning for the 2017-2018 school year. Teachers receive activity modules which focus on students' digital learning experience.

Another strength noted is the school provides and coordinates learning support services to meet the unique learning needs of students. School personnel use data to identify the unique learning needs of students at the lowest levels of proficiency and coordinate support services. English Language Learners (ELLs) are scheduled according to their English Language Proficiency scores on the state assessment, ACCESS. Every ELLs has an Individualized Learning Plan (ILP) that specifies learning strengths and weaknesses to accommodate their needs in the classroom and for state testing. Special Education Students are scheduled according to their Individual Education Plan (IEP). Students are identified through a battery of assessments including: Woodcock Johnson Test of Cognitive Abilities and Wechsler Individual Achievement Test. Based on state standardized test results, students are placed in self-contained or general education classes. Students are identified as High Ability through the Iowa Test of Basic Skills (ITBS) and Neglieri Non-verbal IQ Test. Based on these results, students are placed in Honors classes in the core subject areas.

### Areas of Need for Improvement/Plans to Improve

Based on the AdvancEd Self-Assessment staff results, areas in need of improvement include: teachers engaging students in learning through instructional strategies that ensure achievement, school leaders monitoring and supporting teacher instructional practices, teachers participating in collaboration to improve student learning, and professional development for staff.

In order for teachers to engage students in their learning through instructional strategies, teachers will receive professional development on best instructional practices and student engagement. Furthermore, evaluators will provide specific feedback on best practices through learning walks. A learning walk is a building level initiative whereby teachers are observed during class for a brief period of time (between five to seven minutes). The evaluator completes a learning walk form and provides a copy for the teacher. Teachers can utilize this feedback to modify and personalize their instructional strategies. This will also serve as an opportunity to address individual student learning needs and engagement. Another practice established to engage student learning is changing the configuration of student seating. Teachers modify student seating to allow for small group collaboration which facilitates best instructional practices including cooperative learning.

To address the need for school leaders to monitor and support the improvement of instructional practices of teachers, evaluators will utilize learning walks, walk-throughs, and evaluations to ensure practices are 1.) 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. The district created teacher walk-through and evaluation system provides evaluators with a tool to monitor and support teacher practices. The walk-through and evaluation indicators include: classroom management, delivery of instruction, student feedback, effective teaching strategies, expectations, student engagement, and district/building initiatives.

The learning walk will occur a minimum of one time per semester for each teacher and assess the instructional learning environment for each individual teacher. Teachers will, in turn, use the feedback provided to improve classroom instruction.

Another area of improvement would be in the need for teachers to participate in professional learning communities (PLC) to improve student learning. For the 2015-2016 school year, teachers were organized in teams in order to promote collaborative learning communities that meet formally and informally. Teams have common planning periods allowing them to participate in discussions about student learning and needs. The school calendar also provides time for teachers to meet by department working on curriculum and the school wide initiative of "Bell Work" (See Standard 5). The calendar also sets aside every Wednesday to allow for a variety of PLCs. Students are released forty minutes early every Wednesday allowing teachers to collaborate at this time. Learning Logs are designed to allow for the discussion of Window Assessment data, instructional strategies, and the regrouping of students for interventions and enrichment. Math and Language Arts teachers will peer coach staff demonstrating best practice strategies for efforts in cross-curricular instruction and intervention. For the 2017-2018 school year, teachers were placed on common prep periods with their departments to allow for collaboration.

Lastly, there is still a lack of continuous professional development for all staff members. In order to improve in this area, an allotted time on Wednesdays will serve as professional development. Math and Language Arts teachers will instruct staff members on best practice strategies to be implemented in the classrooms allowing to build capacity among staff members. During the summer of 2017, most staff member also received iPad and STEAM professional development. Effectiveness of professional development will be observed through student engagement in learning walks, walk-throughs, and evaluations. Additionally, school leaders will be observing the project based learning tasks being completed. Furthermore, a group of about twelve staff members including administration and teachers went to a three day PD on professional learning communities (PLCs). The workshop focused on establishing, developing, and implementing procedures and expectations of PLCs.

### 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: 1.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<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> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> </ul>	Level 3

# Indiana School Improvement Plan

Pierre Moran Middle 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 the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure	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 attempt to determine the physical, social, and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.		Level 1

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 attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.		Level 1

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

## Areas of Action to Sustain Strength

A current strength is that the students and school personnel have resources to support student learning and ensure student success. Students and school personnel have access to media and information resources necessary to achieve success in the school's educational programs. Pierre Moran has a Media Center that not only houses information resources for students, but houses resources for teachers like professional literature, a mobile SmartBoard, mobile computer lab, and a variety of media. Most classrooms have access to a SmartBoard: these include all Core, ELL, and Special Education classrooms. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. There is a Media Specialist as well as a Technology Coordinator to assist students and staff with these tasks. To sustain our strength and to improve in this area, information will be accumulated, organized and disseminated to all staff so that staff and students know how to access information needed.

Another strength, as noted in the 2014-2015 AdvancEd Self Assessment Staff results, is that the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. To continue to sustain this strength, school leaders will continue to communicate clear expectation for hallway duties and arrival and departure supervision. School personal and students are also held accountable for maintaining these expectations which were shared during the first days of school. School personnel led groups of students through protocol stations where school leaders clearly communicated expectations for a safe, clean, and healthy environment. Some of these stations included: how to travel through the hallways, restroom behavior, cafeteria procedures, arrival and departure procedures, and student resources available in the office.

### Areas of Need for Improvement/Plans to Improve

Based on the 2014-2015 AdvancEd Staff Survey, areas in need of improvement include: enriching staff support initiatives, implementing a system that determines the physical, social and emotional needs of students in the school, and evaluating school programs and developing improvement plans for these school programs.

In order to continue to support teachers and retain them, administrators engaged staff in school teams allowing for collaboration across content areas. School leaders provided opportunities for formal and informal feedback that informed school leaders of staff needs. School leaders provided a Professional Learning Community (PLC) collaboration form; one section of the form allowed teachers to record any information or support needed in any area. This measure is in place to allow for tracking, monitoring, and holding personnel accountable for improvement efforts. The staff have also been given leadership opportunities. A couple of examples include the School Leadership Team already in place and the Discipline Committee. Staff will continue to be given opportunities to develop and/or teach courses outside of those that are traditionally taught. Examples of courses currently offered are: Youth Community and Philanthropy, Math Problem Solving, Career and College Readiness, Creative Dramatics, and Music (Honors Orchestra, Band, Choir, Guitar and Advanced Guitar).

During Advisory time, teachers have time to connect with students in order to build relationships and assess students' needs. The counselors and social worker will continue their task in connecting staff members with students and parents. This is one step in addressing the need for improving the physical, social, emotional life of the students and staff in the building. In order to address the need for providing services that support the counseling, assessment, referral, educational and career planning needs of all students, a College and Careers course has been implemented. This course uses software to track student's education process from seventh grade to twelfth grade. Administrators, counselors, and teachers will continue to work together to provide services for all students.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 1.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.		Level 1

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.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.		Level 1

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.	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data	Level 1

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</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/Actions to Sustain Strength

Currently, the school does not implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. Thus, at this point, no particular areas of strength exist with any implementations that need to be sustained. However, a implemented school wide initiative (Bellwork) exists. Bellwork is a process that allows the classroom teacher to utilize their content area to support ELA standards and also serve as a formative assessment for the teacher. Bellwork ensures students and teachers are fully utilizing the instructional time by getting students started on a content area task/questions integrating E/LA standard(s) as soon as they enter the classroom. These tasks/questions provide teachers with data on the progress of mastery for each content and E/LA standard. This initiative will be sustained in the upcoming school year and modified to generate data that will guide continuous improvement.

## Areas of Need for Improvement/Plans to Improve

Based on the 2014-15 AdvancEd Staff Survey, areas in need of improvement include: implementing a clearly defined and comprehensive student assessment system; maintaining an assessment system that produces data from assessment measures about student learning and school performance; and monitoring and communicating student information regarding learning conditions.

In order to address the need for a clearly defined and comprehensive student assessment system, the already established 8 Step Process was implemented. In previous academic school years, Pierre Moran had been implementing the 8 Step Process to some degree. This process is designed to assess students' level of comprehension over Indiana Academic Standards, analyze the results and provide immediate remediation to those students who do not master the standards. Because school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level, the implementation of this process, with fidelity, is helping to generate data regarding student learning and guiding instructional effectiveness. Leading the charge in implementing this comprehensive assessment system will be the School Leadership Team (SLT). Each department is represented on the leadership team, and they will be responsible for ensuring the process is implemented in their department. Although all teachers will be accountable for student learning and achievement, the SLT has oversight of the implementation process is followed with fidelity.

With Windows Assessments in the 8 Step Process, NWEA, and ISTEP, we have defined assessment systems in E/LA and Mathematics, but few or no professional and support staff members are trained in the evaluation, interpretation and use of data. Through developed core teams and department meetings, continuity among the core departments can be addressed in order to help guide the interpretation and the use of data to improve student learning and school effectiveness.

In order to address the need for improvement in the monitoring and communication of student information regarding learning conditions, all

departments will have access to student data and information and results will be communicated at Professional Learning Communities (Learning Log). Teachers are grouped across the four main departments (Math, English Language Arts, Science, Social Studies) and have the same students within these teams. These newly developed cross-curricular teams will help in the sharing and responsibility of student learning conditions. Besides having the same preparation period, cross-curricular and content area departments meet weekly during the school year. Student data will be accessible for all teachers via the inner school services and information system. 8 Step student data will be analyzed after E/LA and Math gives students the summative assessment after each curricular window during weekly Wednesday collaboration meetings. Remediation or enrichment of the Indiana Academic Standards will occur during the Success period. The re-taught standards are chosen based on student need for mastery.

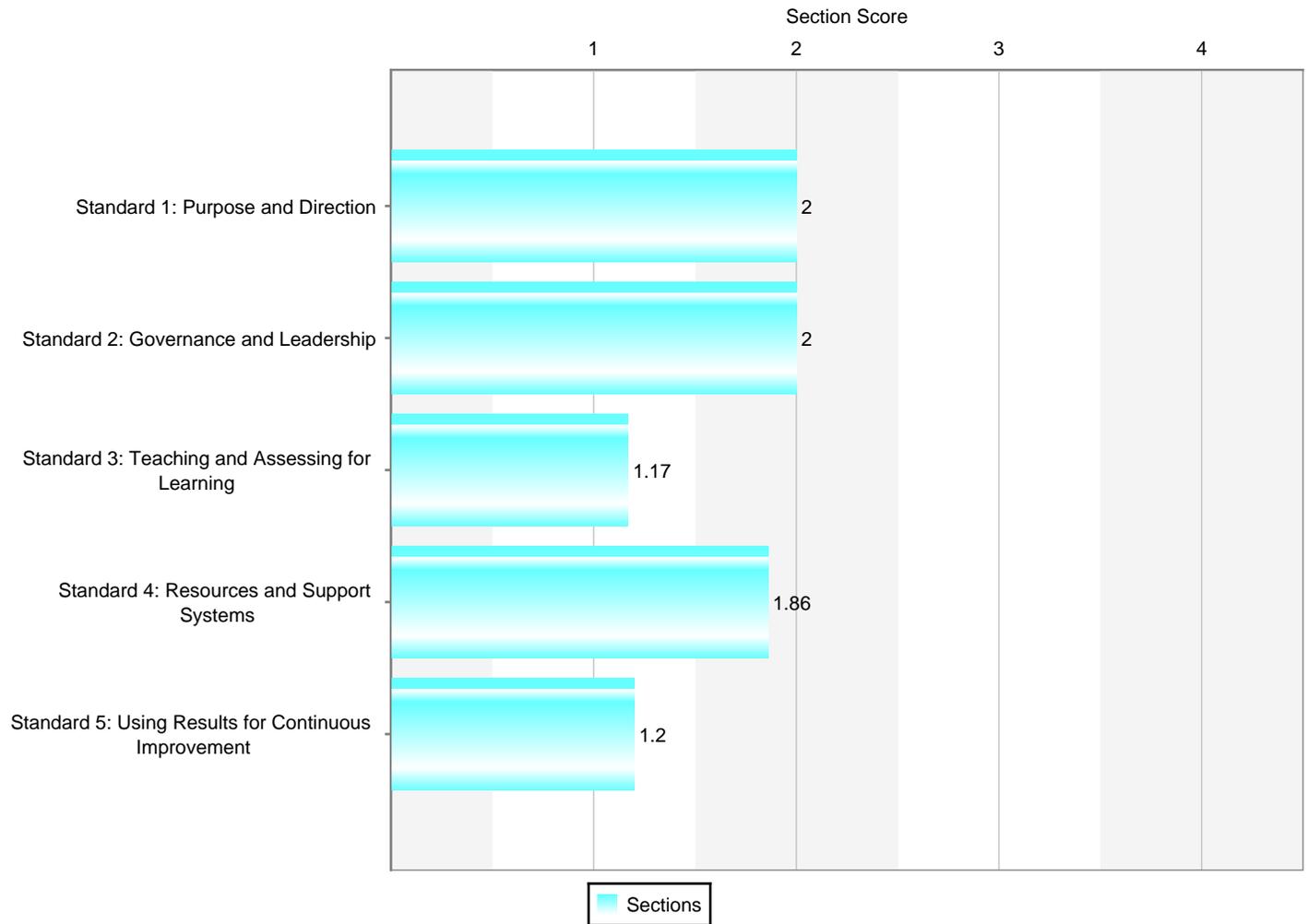
ISTEP would be the overall summative assessment to correlate with our formative assessments to help determine the effectiveness of a comprehensive assessment system and its implementation. Moreover, NWEA will provide a summative assessment three times a year for standards in E/LA, Math, and Social Studies before the ISTEP assessment. NWEA would also provide teachers with data on individual students' strengths and weaknesses on the Indiana Academic Standards.

Information regarding student data and achievement will be provided and available for stakeholders in a variety of ways, including: progress reports, PowerSchool (student information system), report cards, Warrior Way Weekly Newsletter (parent newsletter), staff newsletter, school website, and the local newspaper reports.

To ensure leaders are monitoring and communicating information about student learning, conditions that support student learning, and the achievement of school improvement goals, one walk-throughs and one teacher observation will be completed before Thanksgiving recess in November. In addition, at least one classroom learning walk will be completed for every teacher before winter recess in December.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

**Student Performance Data**

<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		Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 1.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

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

## Areas of Notable Achievement

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

No areas are above the expected levels of performance.

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

There are no positive trends in performance.

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

The area with the highest overall performance is 7th grade English Language Arts with a 34.5% pass rate.

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

No subgroups show a trend toward increasing behavior.

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

None

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

All of the student performance on the ISTEP+ data is consistent with findings from other sources such as NWEA.

## Areas in Need of Improvement

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

Both the math and language arts scores are below expectations.

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

With only two years of implementation of the new ISTEP+ Assessment, it is difficult to analyze trend data. When analyzing the last two years, the greatest negative trend has been in eighth grade math.

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

The overall lowest performance is math, specifically eighth grade math.

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

All subgroups have shown decreasing performance. However, the subgroup showing the greatest trend towards decreasing performance is the Black student population with more than 10% increase in students not passing the ISTEP+ between the spring of 2016 and the spring of 2017.

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

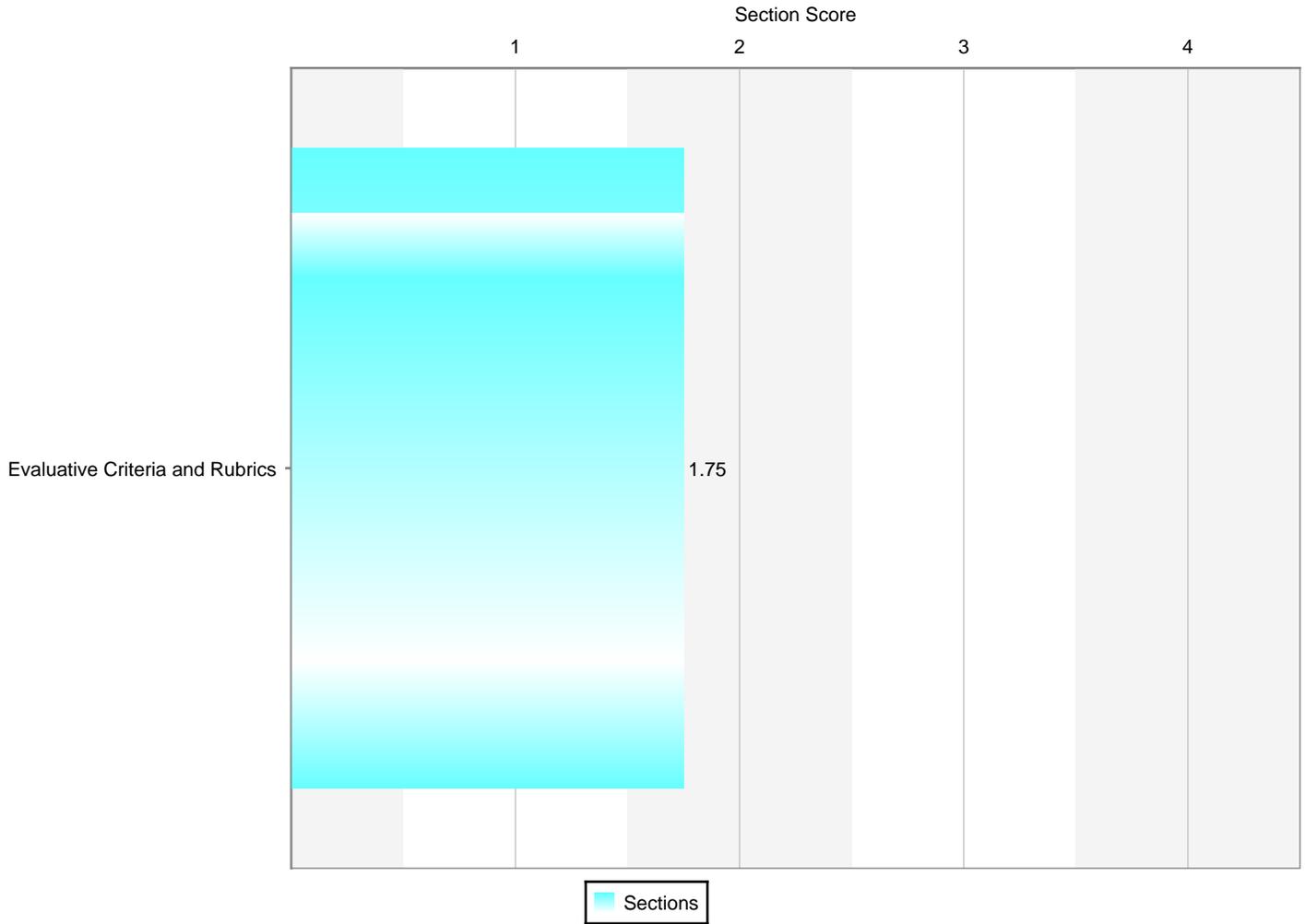
Within the last two years, the achievement gap has become greater with the Black student population.

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

The above findings are consistent with NWEA data and formative assessments data used within the 8 Step process.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **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.

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Survey Data Results Stakeholder Feedback Document Self Assessment Staff Results

## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## Areas of Notable Achievement

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

Although areas of highest level of satisfaction vary by stakeholder, the highest level of approval was for Standard 5 across all stakeholders. For teachers, their highest average was Standard 2 with a 3.37 score. For paraprofessionals the highest rating was Standard 1 with a 3.87 average score. Support Staff indicated Standard 5 as the highest level of satisfaction with a 4.24. The highest level of approval for students was Standard 3 with a 3.38 average score. Parents scored Standard 4 the highest level of satisfaction with a score of 4.07.

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

No areas of trend were detected based on data.

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

Staff survey results did not show consistency with survey ratings in areas of overall highest level of achievement or approval.

## Areas in Need of Improvement

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

The overall lowest level of satisfaction varies by stakeholder groups. For teachers the lowest was Standard 1 with a rating of 2.57. For paraprofessionals the lowest rating was Standard 3 with a score of 3.00. Both paraprofessionals and teachers rated Standard 3 at or below a 3. The lowest score for Support Staff was Standard 1 and Standard 3 was also low. Students rated Standard 4 with the lowest approval with a score of 3.02.

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

Data indicates a decrease in approval for Standard 3 with adults in the classroom.

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

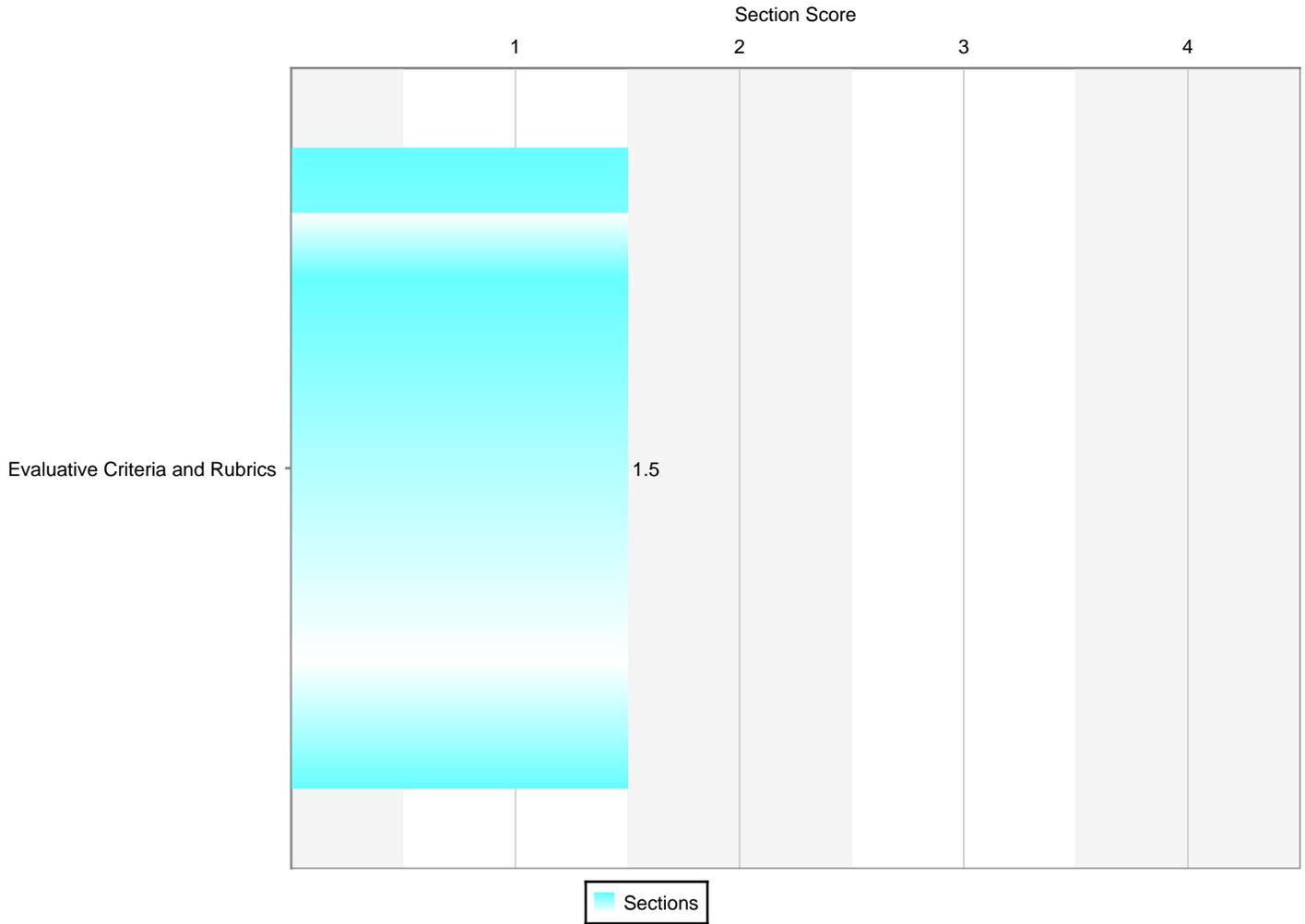
This implies that students are not being provided with challenging and equitable opportunities to develop learning, thinking, and life skills. Based on the self assessment, some teachers presume other staff members may not feel compelled to use the curriculum, instructional strategies, and assessments because it is not being monitored.

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

The AdvancEd Self Assessment for staff Standard 3 results are consistent with survey results in being rated fairly low among teachers and staff. This implies that among adults in the classroom there is a sense that the curriculum, instructional design, and assessment practices do not guide teacher effectiveness and student learning.

## Report Summary

### Scores By Section



# **Plan for Indiana School Improvement Plan\_2017- 18**

## **Overview**

### **Plan Name**

Plan for Indiana School Improvement Plan\_2017-18

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	percent of all students will achieve a pass or a pass+ on the English Language Arts section of the spring 2018 ISTEP+ Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Thirty percent of all students will achieve a pass or a pass+ on the math section of the spring 2018 ISTEP+ Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: percent of all students will achieve a pass or a pass+ on the English Language Arts section of the spring 2018 ISTEP+ Assessment.

### Measurable Objective 1:

demonstrate student proficiency (pass rate) 40% of all 8th grade students in the English Language Arts section by 06/07/2018 as measured by Spring 2018 ISTEP+ Assessment.

### Strategy 1:

Research base reading strategies - A reading strategy will be selected monthly. The reading strategy will be implemented school-wide. The school's instructional coach will provide professional development on the selected reading strategy to all staff members. PD will take place during the school-wide collaboration.

Research Cited: Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: An increase in the NWEA Reading scores, specifically an increase of 75-150 points in Lexile scores by May 2018. Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers in Literacy Instruction, focusing on effective reading strategies.	Professional Learning	09/06/2017	05/30/2018	\$0	No Funding Required	Instructional coach and administration team

## Goal 2: Thirty percent of all students will achieve a pass or a pass+ on the math section of the spring 2018 ISTEP+ Assessment.

### Measurable Objective 1:

demonstrate student proficiency (pass rate) of thirty percent of all students in the math section of the Spring 2018 ISTEP+ Assessment. by 06/06/2018 as measured by the ISTEP+ Assessment. .

**Strategy 1:**

Instruction of Essential Standards - Establish the focus for student learning by having teams collaborate to determine essential standards. These simply represent the minimum of what will be taught in Tier 1 instruction in order to build shared knowledge of the most important skills and understandings that will yield higher levels of achievement.

Research Cited: Dufour, Richard et al. Learning by Doing, 2016

Evidence of success: An increase of 5% in the number of students achieving grade level on the NWEA math scores.

Activity - Math PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training on Prioritizing the Standards Train all math teachers in the PLC process, focusing on Tier 1 instruction	Direct Instruction, Professional Learning	07/31/2017	06/06/2018	\$0	No Funding Required	Administration , Instructional Coach, and all math teachers.

## 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
Professional Development	Train all teachers in Literacy Instruction, focusing on effective reading strategies.	Professional Learning	09/06/2017	05/30/2018	\$0	Instructional coach and administration team
Math PLC	Teacher Training on Prioritizing the Standards Train all math teachers in the PLC process, focusing on Tier 1 instruction	Direct Instruction, Professional Learning	07/31/2017	06/06/2018	\$0	Administration, Instructional Coach, and all math teachers.
<b>Total</b>					\$0	

# 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):

## Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	No	No Comprehensive Needs Assessment was completed.	

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	Tier I, II, and III instruction and interventions. Students are grouped into levels for Tier II instruction and provided with opportunities for to meet proficient and advanced levels of student academic achievement. Tier III provides yet another opportunity for students to receive individualized instruction to meet proficient levels. All students receive a reading intervention class apart from the language arts class. Also, most students receive a math intervention class apart from their math course.	

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	Weekly collaborations are focused on school-wide reform strategies that use effective methods and instructional strategies based on scientifically based research. The strategies currently being addressed are research based instructional strategies, rigor through critical thinking, and reading strategies. Professional development is provided through weekly collaborations and a lesson plan template was implemented schoolwide to address areas of needs particularly for low achieving students. These were designed to implement the AdvancEd priorities based on their 2014-25015 Diagnostic Review.	

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

# Indiana School Improvement Plan

Pierre Moran Middle School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	District provided monthly professional development for principals, teachers, and paras. Teachers are provided with ongoing professional development through the school year and summer at the building level.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	District personnel attend job fairs at state universities to recruit teaching program candidates.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	There are several events planned by the Family and Community Committee along with administration to increase parental involvement. Some of these include Back to School Night, PowerSchool workshops, and Reaching Higher (college readiness program).	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Reports cards are sent home with students on a quarterly basis. ISTEP+ and English Proficiency state assessments results are mailed directly to homes.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	For the 2014-2015 school year, parents completed a diagnostic survey.	

Label	Assurance	Response	Comment	Attachment
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.	No	No, our school is a middle school. However, there are plans at the district level.	

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	Teachers on the School Leadership Team serve as representatives for the staff to be a part of decision making. At collaboration meetings, teachers are included in the decision making related to academic assessment results that help support the improvement efforts.	

**Indiana School Improvement Plan**

Pierre Moran Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	CARES mentors, Scholastic Read 180 Program, Rosetta Stone, RTI, and GEI are all programs designed to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Elkhart's Lions Club provided free vision screening. The Elkhart Chamber of Commerce provides speakers for Career Day.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
14.	Does the school plan to consolidate programs under the schoolwide program?	No	There are no plans to consolidate programs at this time.	

# **SAP PAI Root Cause Analysis**

## **Introduction**

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

## Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

**Statement or Question:**Grade(s)

**Response:**

- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

### Description of PAI

A problem is the complexity and rigor of the new ISTEP+ assessment. The critical thinking skills needed for success in this assessment have not been a focus in Tier 1 instruction.

### Root Cause of PAI

In the last three school years, PMMS discontinued the English/Language Arts initiative of double periods in Tier 1 instruction. Although Tier 2 instruction was reestablished during the 2015-2016 school year, efforts to improve are ongoing. Students' growth in E/LA has decreased because of the inconsistency in these programs. Along with low achieving students showing little to no growth, data shows high achieving students are also not showing significant growth.

Thus, the root cause of PAI 1 is the absence of critical thinking skill development in E/LA Tier 1 instruction and a consistent Tier 2 intervention program.

## Root Cause Analysis Priority Area for Improvement #2

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

**Statement or Question:**Grade(s)

**Response:**

- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

### Description of PAI

A problem is the complexity and rigor of the new ISTEP+ assessment. The critical thinking skills needed for success in this assessment have not been a focus in Tier 1 instruction.

### Root Cause of PAI

In the last couple of years, the math department has experienced major changes in course offerings due to district decisions. As a result of changes, Tier 1 and 2 instructors were reassigned. Students' math instruction was impacted negatively, since there was no consistency in Tier 1 and 2 instruction.

An ineffective intervention program is a major root cause in math student achievement. In addition, E/LA has been the main focus which caused math instruction to be somewhat overlooked.

Thus, the root cause of PAI 2 is the absence of rigorous, real-world learning in math Tier 1 instruction, and a consistent Tier 2 intervention program. Improvement efforts are ongoing in Tier 2 intervention.

### Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

**Statement or Question:**Grade(s)

**Response:**

•7th grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

**Description of PAI**

NA

**Root Cause of PAI**

NA

## Turnaround Principles

### Turnaround Principle 1: Effective Leadership - Strategies

**Goal 1:**

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

**Measurable Objective 1:**

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by 05/31/2016 as measured by ISTEP+ .

**Strategy1:**

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:** Turnaround Principle 1: Effective Leadership - PAI

**Response:**

- PAI 3

### Turnaround Principle 2: Climate and Culture - Strategies

**Goal 1:**

By May of 2017, Pierre Moran will increase 7th and 8th grade English/Language Arts in the area of top 75% with high growth by 10% as measured by ISTEP+.

## Indiana School Improvement Plan

Pierre Moran Middle School

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### Measurable Objective 1:

10% of Seventh and Eighth grade Top 75% students will increase student growth by showing high growth in English Language Arts by 06/02/2017 as measured by ISTEP+.

#### Strategy1:

research based instructional strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning, in order to effectively implement strategies such as identifying identifying similarities and differences, non linguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J., (2001). Classroom Instruction that Works: REsearch Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: lesson plan template, learning walks, walkthroughs, and formal evaluations

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all 7th and 8th grade ELA in Laying the Foundation, focusing on teaching strategies and content knowledge that increase rigor in the classroom and are aligned with state standards.	Professional Learning	06/07/2016	07/31/2017	\$10000 - General Fund	School Leadership Team

### Goal 2:

By May of 2017, Pierre Moran will increase 7th and 8th grade math in the area of the top 75% with high growth as measured by 10% as measured by ISTEP+.

### Measurable Objective 1:

10% of Top 75% students will increase student growth on ISTEP+ in Mathematics by 05/31/2017 as measured by student results on ISTEP+.

#### Strategy1:

Real World Problem Solving: Project Based Solutions - This strategy works by exposing students to real world problem solving. Student become more engaged since they solve math problems that incorporate real life situations. Moreover, this strategy empowers, engages, and excites student in what they can learn and how they can use that knowledge.

Research Cited: Ferlazzo, L. (2013). Response: The Best Advice on Doing Project Based Learning. Sacramento, CA.

Evidence of success: Student growth and performance on ISTEP+.

Activity - Real World Problem Solving: Project Based Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to math teachers on how to embed real world problems solving into daily lessons.	Professional Learning	01/03/2017	05/31/2017	\$5000 - Title I SIG	Administrators and math department.

### Goal 3:

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SY 2017-2018

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## Indiana School Improvement Plan

Pierre Moran Middle School

By May of 2017, Pierre Moran will increase 8th grade English/Language Arts in the area of top 75% with high growth by 10% as measured by ISTEP+.

### Measurable Objective 1:

10% of Eighth grade Top 75% students will increase student growth with high growth in English Language Arts by 05/31/2017 as measured by ISTEP+ .

### Strategy1:

Laying the Foundation - research based instructional strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning, in order to effectively implement strategies such as identifying identifying similarities and differences, non linguistic representation, and cooperative learning.

Research Cited: Research Cited: Marzano, R., Pickering, D., Pollock, J., (2001). Classroom Instruction that Works: REsearch Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development  
Evidence of success: Evidence of success: lesson plan template, learning walks, walkthroughs, and formal evaluations

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all 7th and 8th grade ELA in Laying the Foundation, focusing on teaching strategies and content knowledge that increase rigor in the classroom and are aligned with state standards.	Professional Learning	06/07/2016	07/31/2017	\$10000 - General Fund	School Leadership; English Language Arts department.

**Statement or Question:** Turnaround Principle 2: Climate and Culture - PAI

**Response:**

- PAI 1
- PAI 2
- PAI 3

### Turnaround Principle 3: Effective Instruction - Strategies

#### Goal 1:

By May of 2017, Pierre Moran will increase 7th and 8th grade English/Language Arts in the area of top 75% with high growth by 10% as measured by ISTEP+.

### Measurable Objective 1:

## Indiana School Improvement Plan

Pierre Moran Middle School

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10% of Seventh and Eighth grade Top 75% students will increase student growth by showing high growth in English Language Arts by 06/02/2017 as measured by ISTEP+.

### Strategy1:

research based instructional strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning, in order to effectively implement strategies such as identifying identifying similarities and differences, non linguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J., (2001). Classroom Instruction that Works: REsearch Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: lesson plan template, learning walks, walkthroughs, and formal evaluations

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all 7th and 8th grade ELA in Laying the Foundation, focusing on teaching strategies and content knowledge that increase rigor in the classroom and are aligned with state standards.	Professional Learning	06/07/2016	07/31/2017	\$10000 - General Fund	School Leadership Team

**Statement or Question:** Turnaround Principle 3: Effective Instruction - PAI

### Response:

- PAI 1
- PAI 2
- PAI 3

### Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies

#### Goal 1:

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

#### Measurable Objective 1:

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by 05/31/2016 as measured by ISTEP+ .

### Strategy1:

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

## Indiana School Improvement Plan

Pierre Moran Middle School

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:** Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI

**Response:**

- PAI 3

### Turnaround Principle 5: Effective Staffing - Strategies

#### Goal 1:

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

#### Measurable Objective 1:

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by 05/31/2016 as measured by ISTEP+ .

#### Strategy1:

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:**Turnaround Principle 5: Effective Staffing - PAI

**Response:**

- PAI 3

**Turnaround Principle 6: Effective Use of Data - Strategies**

**Goal 1:**

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

**Measurable Objective 1:**

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by 05/31/2016 as measured by ISTEP+ .

**Strategy1:**

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:**Turnaround Principle 6: Effective Use of Data - PAI

**Response:**

- PAI 1
- PAI 2
- PAI 3

**Turnaround Principle 7: Effective Use of Time - Strategies**

**Goal 1:**

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

**Measurable Objective 1:**

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by 05/31/2016 as measured by ISTEP+ .

**Strategy1:**

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:**Turnaround Principle 7: Effective Use of Time - PAI

**Response:**

- PAI 3

**Turnaround Principle 8: Family & Community Engagement - Strategies**

**Goal 1:**

By May of 2016, Pierre Moran will increase 7th grade English/language arts in the area of high growth, by 20% (35% Bottom 25% with high growth to 55% with high growth) as measured by ISTEP+

**Measurable Objective 1:**

A 20% increase of Seventh grade Bottom 25% students will increase student growth by showing high growth in English Language Arts by

## Indiana School Improvement Plan

Pierre Moran Middle School

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05/31/2016 as measured by ISTEP+ .

### Strategy1:

Research Based Effective Instructional Strategies - Teachers will be expected and required to use research based instructional strategies in their lesson planning in order to effectively implement strategies such as identifying similarities and differences, nonlinguistic representation, and cooperative learning.

Research Cited: Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development

Evidence of success: Lesson Template, Learning walks, walkthroughs, and formal evaluations.

Activity - Lesson Template-Research Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on effectively using classroom instruction that works Train all 7-8th grade teachers in utilizing research based strategies	Professional Learning	03/02/2016	06/01/2016	\$0 - No Funding Required	School Leadership and administrative team.

**Statement or Question:** Turnaround Principle 8: Family & Community Engagement - PAI

**Response:**

- PAI 3

# SAP Turnaround Principles

## **Introduction**

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the “big picture” of their current state, related to key strands, standards and indicators from the School Improvement Framework.

**Turnaround Principle 1: School Leadership**

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Improvement Necessary- The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community. The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes. The mission and vision are referenced in public forums. The principal and some teachers may be the only ones to align school practices and rituals with the vision. The principal inconsistently uses benchmarks to monitor towards the realization of the vision.	•Attendance records	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Improvement Necessary- The principal shares past student achievement data with staff. A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years. Staff is familiar with priorities for improvement and details of the school improvement plan. Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	•Administrative Walk-through data	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	Improvement Necessary- The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1] The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise. [2.1] The principal has in place procedures to monitor and support a safe and orderly environment but they are not followed consistently by staff. [2.1] The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended. [6.1]	•Administrative walk-through data – student engagement indicator	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Improvement Necessary- The principal expects high quality teaching in every classroom and conducts weekly formal and informal observations and administrative walkthroughs. [2.3, 4.2] The principal sets high expectations for students by ensuring the curriculum is aligned to the Standards. [4.1] The principal persuasively communicates a belief in the potential of all students. The principal notes when adults display low assumptions about student potential. The principal communicates high expectations by ensuring frequent interactions with families about student's academic, social-emotional, behavioral, and attitudinal progress. [8.1]	•Administrative walk-through data	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Improvement Necessary- The principal articulates the expectations that all teachers will implement a coherent Standards-aligned curriculum and assessment system. Staff is not observed at least weekly to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. [4.2] The principal monitors implementation of district provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3] The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2] The principal ensures access to Standards-aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards. [4.4]	•Administrative Walk-through data	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Improvement Necessary- The principal sets the expectations and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3, 6.3] Leader walk-throughs are scheduled and mostly adhered to; walk-throughs focus on general best practices for teachers. [6.3]	•Administrative walk-through data	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	Improvement Necessary- The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2] Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3]	•Administrative walkthrough data	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	Improvement Necessary- The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1] The master schedule provides time for ELA and Math intervention, though the time allocated does not meet research-based guidelines, and is inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2] There is a basic calendar of teacher collaboration time. [7.3] Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher's community. [7.3]	•Grade & content level meeting agendas and minutes	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	Improvement Necessary- The principal uses traditional channels and procedures to recruit new teachers. [5.1] The principal ensures clear selection criteria and processes are in place for interviewing candidates. [5.1] The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations. [5.5] The principal has some documentation on consistently under-performing staff. [5.5] The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [5.2] The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [5.3] The principal ensures teachers collaboratively review student work to build a shared understanding curricular goals and rigor. [5.3] The principal has some documentation on consistently underperforming staff. [5.5]	•Master schedule	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	Improvement Necessary- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [8.1] The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [8.1] The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	•School climate surveys	Improvement Necessary

## Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.	Improvement Necessary- The school building is safe and clean with limited facility issues. There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked. Some teachers do not implement the behavior policies consistently. Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	<ul style="list-style-type: none"> <li>•Student/parent/staff handbooks</li> <li>•Walkthrough observations</li> <li>•Disaggregated discipline data (violence &amp; vandalism, suspension, referrals, bullying, etc.)</li> <li>•Attendance records</li> <li>•School/district safety plan</li> <li>•See attachment .</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Improvement Necessary- Academic learning time is respected with minimal interruption. The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs. A few classrooms are regularly monitored without a systematic focus targeting specific instructional strategies. There are sporadic attempts to address academic interventions and supports. Staff is encouraged to be involved in practices promoting professional growth.	<ul style="list-style-type: none"> <li>•Discipline and behavioral referrals</li> <li>•Administrative walkthrough data</li> <li>•Student and staff handbooks</li> <li>•PLC agenda and minutes</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Improvement Necessary- The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms. Student work varies in its rigor and is not always consistent with the Standards. Students and adults receive sporadic feedback without systems in place to ensure improvement occurs. A systems of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the systems is being utilized.	<ul style="list-style-type: none"> <li>•Posted academic standard/rubrics</li> <li>•Posted behavior standards</li> <li>•Informal classroom observations</li> <li>•Administrative walkthrough frequency</li> <li>•Student/parent handbooks</li> </ul>	Improvement Necessary

**Turnaround Principle 3: Effective Instruction**

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Improvement Necessary- Teachers pose and explain student learning objectives, though they are not always clear and measurable. Students can articulate what the learning objective is, but not always why it matters to their learning and growth. Lesson objectives are not consistently aligned to the standards-based curriculum.	<ul style="list-style-type: none"> <li>•Informal and formal teacher observations</li> <li>•Administrative walkthrough data</li> <li>•Lesson plans</li> <li>•Posted lesson objectives</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Improvement Necessary- Teachers use a few instructional and response strategies and students are moderately engaged. The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	<ul style="list-style-type: none"> <li>•Examples of student work</li> <li>•Lesson plans</li> <li>•Informal and formal teacher observations</li> <li>•Administrative walkthrough data</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Improvement Necessary- Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives. Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use.	<ul style="list-style-type: none"> <li>•Walkthrough observations</li> <li>•Lesson plans</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Improvement Necessary- Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students. There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery. Some students are engaged and on task, others are passive or confused.	<ul style="list-style-type: none"> <li>•Walkthrough observations</li> <li>•Lesson plans</li> <li>•Teacher certifications</li> </ul>	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Improvement Necessary- Teachers based instructional decisions on few sources of evidence, though the changes to instruction do not always adequately address student-learning needs. Data are used in some teacher team meetings, but is not a standard part of every meeting. Lessons rarely include pre-teach, re-teach, or spiraling based on evidence of student learning. A data review process takes place several times a year or at special data "events" or faculty meetings.	<ul style="list-style-type: none"><li>•Common assessments and rubrics</li><li>•Content/grade level meeting agendas and minutes</li></ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Improvement Necessary- High quality work and meaningful feedback is not evident. School rules and routines are enforced with consistent responses to and consequences for misbehavior.	<ul style="list-style-type: none"><li>•Formative and summative assessment data</li><li>•Administrative walkthrough data</li><li>•Discipline reports</li></ul>	Improvement Necessary

**Turnaround Principle 4: Curriculum, Assessment and Intervention Systems**

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Ineffective- The district curriculum is not aligned to the Indiana Academic Standards. Teachers cannot describe what each child should know of do for a given lesson. District does not have a comprehensive curriculum map aligned to Indiana Academic Standards with accompanying student learning objectives.	<ul style="list-style-type: none"> <li>•Walkthrough observations</li> <li>•Lesson plans</li> </ul>	Ineffective

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Improvement Necessary- Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the Indiana Academic Standards across classrooms. Data from observations indicate that a majority of teachers are teaching lessons aligned to the Indiana Academic Standards, with variability on pacing. Some teachers are using curriculum maps with sequences student-learning objectives to plan instruction. Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans or alignment to Indiana Academic Standards.	<ul style="list-style-type: none"> <li>•Lesson plans</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Improvement Necessary- Teachers are implementing district provided formative assessments in LEA and math in most classrooms. A formative assessment schedule is in place with some variability in its use. Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instructions. The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor.	<ul style="list-style-type: none"> <li>•Common assessment</li> </ul>	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Improvement Necessary- Instructional materials and resources aligned to the Indiana Academic Standards are available. Teachers may be using their own materials not aligned to the Indiana Academic Standards. Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards.	•Lesson plans	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Improvement Necessary- Diagnostic data are used to identify some students two or more years below grade level in LEA and Mathematics. Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher and interventions grouping remain fixed for substantial periods of time. Some time modifications are made to meet the learning needs of students two or more years behind. Whole group and small skills group instruction is being employed. The strategies are not aligned with best practices.	•Master schedule	Improvement Necessary

### Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Improvement Necessary- The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data OR classroom observations. Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent. Teacher evaluations do not systematically link teacher practice data with student outcomes data.	•Walkthrough observations	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Improvement Necessary- School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan. During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor. Professional development is high quality, though primarily considered an “event” and not part of an on-going system of structures in the school. All new teachers are provided with a mentor. Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	•PD topics links to data from teacher observations	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Improvement Necessary- Classrooms are staffed with teachers with the right content knowledge necessary to achieve student learning outcomes. Staff provided for learning interventions is effective teachers. Staff evaluated below effective is identified and supports are provided through an improvement plan. There is some documentation on consistently underperforming staff.	•Master schedule	Improvement Necessary

# Indiana School Improvement Plan

Pierre Moran Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Improvement Necessary- Professional development focuses on student learning. Professional development may provide optional opportunities for reflection.	•School climate surveys	Improvement Necessary

### Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Improvement Necessary- Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended. Families know about special events at the school and their participation is tracked. Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	<ul style="list-style-type: none"> <li>•Data from social workers and guidance staff</li> <li>•Discipline and referral data</li> <li>•Attendance data</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Improvement Necessary- A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis. Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions. Data review protocols are used sporadically to track and monitor the progress of all students.	<ul style="list-style-type: none"> <li>•Samples of data presented to staff</li> </ul>	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-going formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Ineffective- There is not a specific schedule and process in place for the analysis of on-going formative assessment data. Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data. Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.	<ul style="list-style-type: none"> <li>•Samples of data presented to staff</li> <li>•School improvement plan</li> </ul>	Ineffective

**Turnaround Principle 7: Effective Use of Time**

Indicator	Statement or Question	Response	Evidence	Rating
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Improvement Necessary- The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school. Most students are enrolled in level appropriate classes on the first day of school, however many changes are required. The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed. Transition times are orderly and efficient.	•Master schedule	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	Improvement Necessary- Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines. The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated. The master schedule has students two or more grade levels behind in classes that are not level appropriate due to a lack of diagnostic assessments (e.g. at grade level).	•Master schedule	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Improvement Necessary- Teachers have time scheduled for grade/content level meetings. The master schedule includes opportunities to learn from others outside the teacher's community. The principal creates a basic calendar of teacher collaboration time.	•Master schedule	Improvement Necessary

**Turnaround Principle 8: Effective Family and Community Engagement**

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	•School climate surveys	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Improvement Necessary- Some struggling students are receiving additional supports from school and community programs. Support services and organizations are identified in the community. Students in need either self-identify or are identified by an alert adult and are provided with additional supports.	•Family surveys	Improvement Necessary

## Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.	No		

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.	Yes	Link to 8th grade common English Language Arts assessments- <a href="https://drive.google.com/drive/folders/0By0swtZnbfmsOG5wNEVSXzBMYKU?usp=sharing">https://drive.google.com/drive/folders/0By0swtZnbfmsOG5wNEVSXzBMYKU?usp=sharing</a>	Discipline Report PLC Minutes- Science Staff Handbook Student Parent Handbook

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.	Yes	Link to 8th grade common English Language Arts assessments- <a href="https://drive.google.com/drive/folders/0By0swtZnbfmsOG5wNEVSXzBMYKU?usp=sharing">https://drive.google.com/drive/folders/0By0swtZnbfmsOG5wNEVSXzBMYKU?usp=sharing</a>  Link to 7th grade common math assessments- <a href="https://drive.google.com/drive/folders/0By_2ejYYW1JsZIU1RS1PbUhmcmc?usp=sharing">https://drive.google.com/drive/folders/0By_2ejYYW1JsZIU1RS1PbUhmcmc?usp=sharing</a>  Link Formative and summative data- <a href="https://drive.google.com/drive/folders/0B0RwJtNor3NieEhoRHRoSmpBVGM?usp=sharing">https://drive.google.com/drive/folders/0B0RwJtNor3NieEhoRHRoSmpBVGM?usp=sharing</a>	Discipline Report Lesson Plan- Science Lesson Plan-Math Content Area Meeting Minutes- SS

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.	No		

Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.	No		

# Indiana School Improvement Plan

Pierre Moran Middle School

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.	Yes	Link to Google Slide Presentation including data shared with staff- <a href="https://docs.google.com/presentation/d/1qr3padu7c4yZthzCcl9eC4qkl-N6BcDmlBuOAEN_Xh8/edit?usp=sharing">https://docs.google.com/presentation/d/1qr3padu7c4yZthzCcl9eC4qkl-N6BcDmlBuOAEN_Xh8/edit?usp=sharing</a>	Discipline Report

Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.	No		

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.	No		

## **Next Steps**

**As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.**

Climate and culture, effective use of instruction, and effective use of data.

## **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.