Indiana School Improvement Plan

Peter J. Beiriger Elementary School

Griffith Public Schools

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Introduction

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

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?

SCHOOL NARRATIVE

Beiriger Elementary School is one of four elementary schools, three public and one parochial, in Griffith, Indiana, a town of seven square miles and a population of 17,500. This small stable, urban community is basically comprised of blue-collar workers and depends heavily on the various steel mills and related industries located in the region for employment opportunities. The Griffith community is very supportive of its schools. The Education Foundation supports unique teaching/learning opportunities for students and school staff. Since its inception in 1985, over $325,000 have been released to provide these opportunities to the Griffith Public Schools. Community-based corporate sponsorship by Pepsi, Target, Office Depot, and Meijer Superstores are examples of continuing community support. Partnerships with Indiana University Northwest, Purdue University Calumet, and Calumet College of St. Josephs allow field experiences for aspiring teachers. Senior students from Griffith High School participate in the Cadet Teaching Program, which provides future teachers with elementary classroom experiences.

The students of Beiriger School are very involved with the community through participation in school and out-of-school activities that nurture the relationship between school and community. A very active student council coordinates numerous activities throughout the year such as raising money and collecting for emergency relief. The Parent Teacher Council (P.T.C.) holds annual fundraisers and donates proceeds to "Shop With a Cop" and other local charities. In addition, the school is a host meeting site for many community activities.

The school population can be seen as stable with a transient rate of less than five percent. Beiriger Elementary School has been recognized as a Four-Star school on three occasions with the last distinction being bestowed in 2004 and has received eleven state school improvement awards since 1989. In recent surveys, the stakeholders at Beiriger Elementary School overwhelmingly see their school as a safe, open, nurturing environment with strong leadership and effective communication. Beiriger students view the teaching staff as supportive, helpful, and clear in their expectations for student learning. In addition, the instructional staff views their workplace as a welcoming and cohesive environment with high expectations. Parents are active participants in their child's education. A high percentage of parents also attend Open House and volunteer for various school committees. PTC membership is high with over 100 of our families actively participating in projects.

The Beiriger Elementary School staff and the Northwest Indiana Special Education Cooperative (NISEC) address the needs of students with disabilities jointly. Beiriger provides facilities and staffing for children with moderate, severe/profound, and multiple disabilities for the districts of Griffith and Lake Ridge. Other special education services are provided for students with mild disabilities and speech/language disorders. These students are mainstreamed into the general education setting whenever it is appropriate. Thirty-nine percent of our students qualify for free/reduced lunch, therefore disqualify Beiriger for Title I services. Teacher directed programs are held before and after school offering assistance to students experiencing academic difficulties. Three instructional assistants prove intervention services to students who are identified at-risk based on STAR, Study Island, Fountas and Pinnell, and ISTEP+ scores.

Unique learning opportunities/programs are available to Beiriger students. Our school is a charter member of the Challenger Space Program, which is located at Purdue Calumet, Hammond, Indiana. These include sixth and third grade experiences at the Challenger Learning Center on the campus of Purdue University Calumet. This program allows students to actively experience higher-level thinking,

team-driven decision-making, higher-level problem solving, and the spirit of cooperative learning. Our fourth grade classes annually travel to Camp Tecumseh. Additional reading opportunities can be found in our "Book Worm Club". Parents, students, and teachers meet to discuss pieces of literature that have been read by each club member. The Scott Foresman science program allows all students hands-on science while engaging themselves in higher-level problem solving skills. An annual Science Olympiad, which involves many Beiriger students, enhances the understanding and interest in science. Sixth grade students may participate in an instrumental music class. Academic competitions, which are open to students in grades four through six, have become a part of the opportunities offered. Spell Bowl, Science Bowl, and Math Bowl competitions allow opportunities for students to compete on an academic level while learning team cohesiveness, sportsmanship, and responsibility. Our Spell Bowl and Math Bowl teams have consistently captured regional and state honors.

Beiriger Elementary School strives to offer learning opportunities for students that are unique, challenging, and enriching, through a variety of activities and methods. Students with high ability require different instructional strategies. They have unique talents and abilities. They need daily independent self-directed activities. There is a need for differentiation of their curriculum. We attempt to meet the needs of these students by cluster grouping whenever possible. Learning opportunities that challenge students to think at high levels, accelerate the pace and depth of curriculum, and creates opportunities to utilize new skills in problem solving situations are goals for our staff. Teachers design instructional strategies that allow these students to work together to problem solve and discuss.

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.

MISSION STATEMENT

The mission of Beiriger Elementary School is to be a student centered school. All students are provided with knowledge and life skills to become life long learners and College and career ready citizens.

Core Values

Respect

Responsibility

Resourcefulness

THE VISION OF BEIRIGER SCHOOL

- To develop our students into independent, lifelong learners who will become tomorrow's leaders.

- To know and articulate the academic outcomes we seek. These outcomes are prescribed through the State of Indiana and local expectations.

- To take deliberate steps to help students achieve these outcomes by making strategic adjustments in curriculum, teaching, and instructional strategies.

- To ensure that benchmarks for implementing strategies that have been set will be monitored and reviewed regularly for specific results based on the data.

- To address areas of concern. As a result, continuous change will enhance the culture of our school.

- To recognize the high quality of Beiriger School and commit ourselves to all stakeholders in maintaining this level of excellence.

* Students are provided with many educational opportunities such as: math and spell bowl, robotics club, and These programs offer higher-level thinking opportunities. High expectations and rigor to the programs are necessary.

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.

CURRICULUM AND ACADEMIC STANDARDS

The staff of Beiriger Elementary School optimizes the opportunities to align the curriculum with the Indiana Academic Standards and the Core Academic Standards by upgrading textbooks, enhancing the current curriculum, and shifting the goal of teaching from covering a variety of materials, skills, and information of teaching specifically for the mastery of standards.

A great emphasis has been placed on acquiring textbooks that meet all the new requirements. Our reading series, Reading Street, adopted in 2013, aligns highly with the Indiana Common Core Standards. Language Arts scores are reflective of this. The Pearson enVision 2.0 addresses the learning needs of our students while challenging them to develop and utilize uncommonly used problem-solving strategies. Teachers have diligently searched textbooks to find areas of deficiencies and are in the process of applying Best Practice strategies, creating support programs to address the specific needs of the learner, and aligning assessments to ensure all students will master the new standards of curriculum. We continue to be data driven and result focused. Our RTI program targets students that meet a criteria for additional support. RTI staff use researched based programs to 'fill in the gaps' of struggling students. RTI staff works with general education teachers to help all students at Beiriger Elementary. In addition to our data-driven approach to teaching, our data coach supports our staff by analyzing data and supplying teachers with training and information necessary to increase growth for each students.

INSTRUCTIONAL STRATEGIES/ACADEMIC STANDARDS

Beiriger's instructional strategies are changing to support the achievement of the Indiana State Standards and the Common Core Standards. Current strategies, such as Peer Tutoring, Instructional Assistant Services, and small group instruction will continue to reach a select group of students. However, data has shown there are many other students who need additional support. This knowledge has prompted the Beiriger staff to look into Best Practices to meet those needs. We are currently researching strategies and training for our staff to meet the needs of our diverse high ability and high achieving students.

The Pearson enVision 2.0 math textbook was adopted this year. A vast group of teachers carefully hand selected this textbook to meet the needs and deficits of our previous math series, Saxon Math. Our staff has received extensive training in the implementation of the series along with best practices to engage our struggling learners. This was coupled with a layered instructional model to help students develop stronger mathematical concepts.

In the area of Language Arts, we continue to work on writing improvement. Our adopted Language Arts program, Great Source, will support our efforts in reading and language. While grade levels are using rubrics for consistent grading, and prompts are now administered and graded regularly, we are starting to use the data in order to focus our instruction throughout the year.. We will continue to focus attention in this area, consult with outside resources, and explore peer coaching to move us in a positive direction.

ATTENDANCE

Parents, in accordance with the school handbook, are required to call into the office to report a child's absence. A school health assistant contacts the homes of unconfirmed absentees daily. Reasons for absences are posted so teachers are fully aware of the circumstances. (This helps in gathering student work, etc.) Parent letters are sent after ten absences and five tardies. Classroom percentages are shared at P.T.C. meetings, morning announcements, and monthly newsletters. An attendance committee is reviewing options to improve attendance and tardies.

Additional Information

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

STAFF AND CURRICULUM

Twenty-nine percent of the teaching staff at Beiriger have a Master's degree. Staff members participate in continuing education coursework. The average number of years of teaching experience at Beiriger is 12.4. The ratio of certified administrators to teaching staff is 1:27. Ninety-seven percent of our teaching staff are qualified as effective or highly effective.

Professional growth is ongoing and obtained by individual staff members or grade level teachers attending curricular or instructional conferences. Focus continues to be dedicated to improving reading, writing, and math skills. Over sixty percent of our staff has been trained in 6+1 Writing Traits. One hundred percent of our staff has been trained in Differentiated Instruction.

Curriculum is ever changing at Beiriger School. It is established and focused around the core standards, state standards, and local expectations. Copies can be found in each classroom, main office, and school library. Those located in the library are available for parents to checkout. Standard booklets, as provided by the State of Indiana, are presented to and discussed with parents at Open House. Currently, Beiriger implemented the 8-step process which focuses on standard-based assessments, remediation on focused standards as well as enrichment for students who have gained mastery. By creating standard based assessments as well as following a district-wide curriculum map for ELA, Reading, and Math, we are able to identify students and best practice strategies, quickly and efficiently.

Within the School Improvement Plan, staff members will use technology to quickly assess student levels and search for remediation opportunities that can help struggling children obtain success. The computer based programs commonly called "STAR" and "Study Island" will allow staff to quickly determine the appropriate level of challenge for each child and identify those who continue to need individual help. Fountas and Pinnell, the reading leveling system, also gives teachers benchmarking data. This data allows teachers and RTI staff to target each child's individual needs. As mentioned previously, our standard-based 8-step assessments are technology based and driven to replicate the online ISTEP testing experience.

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.

A stakeholder involvement team was created that included parents, teachers, and a principal. The parents and teachers volunteered to be part of this team. This team meets monthly and a variety of items are discussed such as, events, programs, the school improvement plan and the action plan.

Currently, Beiriger Elementary School is still in the process of expanding our stakeholder involvement team to include other staff members, students, business members, and community members. The members of this team will be selected using the needs of our students being their number one priority. This team will continue to meet on a monthly basis throughout the school year.

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

Beiriger's leadership team is comprised of teachers, other staff members and the principal, work together to analyze data which drives the school improvement plan. The data used comes from AdvancED surveys, ISTEP+, IREAD-3, STAR assessments, Study Island, school visits, and committee meetings. Based on this data, the leadership team develops an action plan that follows the vision and mission of the school to do what is best for students in terms of classroom instruction, PBIS, RTI, and the emotional
needs of our students.

The leadership team then presents the data the stakeholder involvement team.
The parent volunteers provide an a different outlook and perspective on how the plan impact the student body and school. Their suggestions are very important in helping the school meet its goals while helping shape the school improvement plan. In addition to collaborating with the leadership team, the parent volunteers are a voice for our school by communicating with the public about the steps
Beiriger is taking to make positive changes. They also have the responsibility of helping the school gather outside resources that can improve programming for our students.

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

The final improvement plan is communicated to all stakeholders by meeting with the leadership team. Moving forward, monthly stakeholder involvement team meetings will be used to deliver updates on the school improvement plan and its progress. Upon its completion, the leadership team will do a presentation on the improvement plan as it has been done in the past.

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.	No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •As an AdvancEd team,we meet regularly. We also communicate with the rest of staff, parents, and students. We have gathered many artifacts that support the work we have done or will do. We have a binder that is tabbed by standard with the artifacts. We will have that to present to the team when they visit our school.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Our leadership team has gathered minutes from grade level meetings. We communicate school wide about goals and scaffolding. We also have survey results and our school's vision/mission/purpose statement. (See artifacts in binder we have for school visit.)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •See Beririger Executive Summary	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.

As we worked on this as a team and scored our standards, we realized we had a lot of work ahead of us to make our school a success. Some of the strengths we noted for standard one are as follows: school leadership, implementation of continuous improvement, and our school improvement plan. We tagged these strengths with the following evidence: staff meeting minutes, grade level minutes, data wall, triannual

monitoring of reading levels, monitoring of STAR and Study Island "8-Step" assessments, monitoring progress on academic standards. Areas for improvement, or opportunities, are as follows: process to revise and review school purpose, surveys to stakeholders for continual feedback and revision, and making our mission more prevalent throughout the building, website, and overall school environment. Our staff/team worked on our opportunities throughout the year. The following evidence indicates this: school mission created and website

like for surveys created.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Last year we recognized this standard as one that we as a school needed to work on. We have established training and procedures to increase the fidelity of practices that relate to our policy and procedures. Professional development opportunities have been developed and are being implemented throughout the year.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Governing body minutes relating to training •Communications about program regulations •Our team is currently working on this standard. Please refer to the binder and the tagged evidence.	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Our staff agreed that we do this well. Communication and expectations of students, staff, and principal are understood.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •We have tagged much evidence to support this standard	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Staff feels that communication within the building is strong. We work as a team for the common good... student success!	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Data is instrumental in our school. Staff is constantly looking at and interpreting the data. Staff is provided with professional opportunities throughout the year.	Level 3

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

In response to standard 2, our areas of strengths are: weekly staff meetings/memos, school improvement plan, engagement of parents, students, and staff with our school's purpose and direction, weekly grade level meetings, and policies and practices that support the school's direction. The evidence we tagged for this standard is as follows: 2014/2015 student handbook, weekly memos, staff meetings, grade level meetings/notes, school improvement plan, and PTC meeting and notes.

In response to our areas of improvement/opportunities, we see a need in working on a current staff handbook and training of staff on school policies. Evidence we have started to collect and implement: 1999 staff handbook and additional professional development opportunities for a comprehensive writing curriculum and our new online math series.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Enrollment patterns for various courses •Descriptions of instructional techniques •Standard three is the most encompassing. We are constantly looking for ways to improve student learning.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Lesson plans aligned to the curriculum •We have participated in the 8-step process for 1 year. We developed and revamped our curriculum map based on knowledge and implementation from previous year.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Our staff continues to develop and work as a whole to make sure student's individual needs are met.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Staff is observed and evaluated regularly. Teachers work with their teams to make sure lessons/standards are aligned and taught/retaught	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •We are working really hard to make sure teachers/support staff are working together and collaborating. Data gathering and disaggregation is discussed during weekly team/staff meetings.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Teachers/staff set high expectations for all students. Common assessments have been developed and utilized.	Level 3

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.	•Records of meetings and walk thrus/feedback sessions •We scored this low, and we are working on developing programs to support this area.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Our school has a very hard working and dedicated PTC. Our PTC has a webpage with upcoming events. Also, we communicate well with parents/community. We use one call system, webpage, newsletters, etc.	Level 4

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 •Our district is in the process of implementing a more comprehensive PBIS initiative that links identified students with an advocate. However, this is not practiced for all students. Our district is working on a more comprehensive advocacy program.	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •As a district we decided against standard based report cards. However, we need to work more on consistent grading within each grade level.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •All staff looks for ways to make improvements both professionally and personally.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Data is a huge factor at our school. We use data constantly to help drive our instruction We have one entire room that is dedicated to resources and data.	Level 3

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

3.1 opportunities-teaching to multiple intelligence, common assessments across grade levels, and collaboration across grade levels

3.2 strengths-curriculum maps, success time, RTI, leveling, acuity, preferential seating, data wall, reteaching, and learning objectives posted.

3.2 opportunities-collaboration among grade levels and surveys to teachers/parents

3.3 strengths-data collecting, success/RTI time, technology, and cross-curricular activities

3.3 opportunities-more technology and teacher 'buy in'

3.4 strengths-evaluations, classroom observations, weekly newsletters, teacher/staff recognition, one calls, and modeling of writing lessons

3.4 opportunities-time permitting meeting with grade levels weekly

3.5 strengths-grade level meeting minutes, monthly meeting calendar, and standard based report cards

3.5 opportunities-implementation of cross-curricular projects and a need for peer coaching

3.6 strengths-modeling teaching in classrooms, variety of assessments, updating and uploading grades weekly, listing daily learning objectives, and report cards and midterms

3.6 opportunity--the need for teachers to use an instructional process to inform students of learning expectations

3.7 strengths-curriculum map and record of meetings

3.7 opportunities- updated teacher handbook, training on technology, mentor program

3.8 strengths-one calls, newsletters, PTC, Friday folders, report cards/midterms, phone calls, open house, and parent volunteers/Book Worms

3.8 opportunities-parent training with technology and informing parents of standards taught

3.9 strengths-reading buddies

3.9 opportunities-establish a formal adult advocate structure, match adult advocates to students, and schedule time for adult/student advocates

3.10-strengths-weekly grade level meetings

3.10 opportunities-collaboration across grade levels on grading and training for teachers with standards based report cards

3.11 strengths-professional learning participation, STAR and Pearson training, and weekly staff and grade level meetings

3.11 opportunities-professional development calendar, peer training provided, and additional funding for professional development

3.12 strengths- success time, RTI, Fountas and Pinnell leveling, STAR, Study Island, data wall, reteaching opportunities, and learning goals posted

3.12 opportunity-all personnel needs to be familiar with different learning styles

Standard 4: Resources and Support Systems

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

Overall Rating: 2.0

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.	•Documentation of highly qualified staff •RISE provides our school with documentation of highly qualified staff. We still need to learn district practices on hiring and fiscal resources.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•School schedule •School calendar •We use the resources that are available to our school to maximize instructional opportunities.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Our maintenance and central office take care of this. We don't have the documentation. We are provided with our custodian's responsibilities.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Our Central Office takes care of this.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Our technology department takes care of this.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students •We do have a home-school counselor in our buildings on Fridays. We are seeking resources to provide some additional services.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Description of IEP process •Description of referral process •We have had the school psychologist come to a staff meeting to go over the IEP/referral process. We have identified that we need better training on the referral process and accommodations based on IEP.	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.

We have many strengths for standard 4. Some of our strengths are as follows: number of personnel needed to fill roles and responsibilities are discussed, instructional time, material resources, and fiscal resources on supporting our school are discussed, school leader works to secure materials needed, and efforts for continuous improvement are supported. Improvements/Opportunities for standard four are: making sure instructional time is protected, working/communicating with central office to ensure policies, hiring, and fiscal procedures are followed, and ensuring that personnel has access to media and information resources for educational programs.

Tagged Evidence to support Strengths and to Help tackle opportunities:

RTI schedules

Parent letters/newsletters

Mission statement

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

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 and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Assessment/data systems have fully come to "life". Staff have created and implemented a common assessment tool used for ELA and Mathematics.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •We use data from several sources. (STAR, Study Island, Fountas and Pinnell, ISTEP, Classroom assessments) Data is constantly being used and interpreted for student needs (See Data Wall)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •In our district we have 2 data coaches that have been trained in utilizing and assessing data. Their goal this year has been to develop the teaching staff professionally in the use of data.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •We use our data to guide our students in the direction they need. We nee to work on carrying that over to the middle school when our students leave elementary.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Staff is provided with board minutes and data/learning goals for our school. Procedures are in place to monitor and support student learning.	Level 3

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

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

In standard 5 our school had many strengths. They are: the use of Study Island and STAR 3x-5x a year, Fountas and Pinnell reading leveling program, communication among all stakeholders (staff, RTI, teachers, parents, principal, students), newsletters, standards based report cards, One calls, data disaggregation.

Our areas of opportunities/improvement are: need for professional development in regards to technology and assessment tools

Tagged evidence to support our strengths and help with opportunities are:

STAR training/booklets

Study Island training/booklets

STAR Reports Summary

8-Step reports

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 2

Standard 5: Using Results for Continuous Improvement — 2.6

Sections
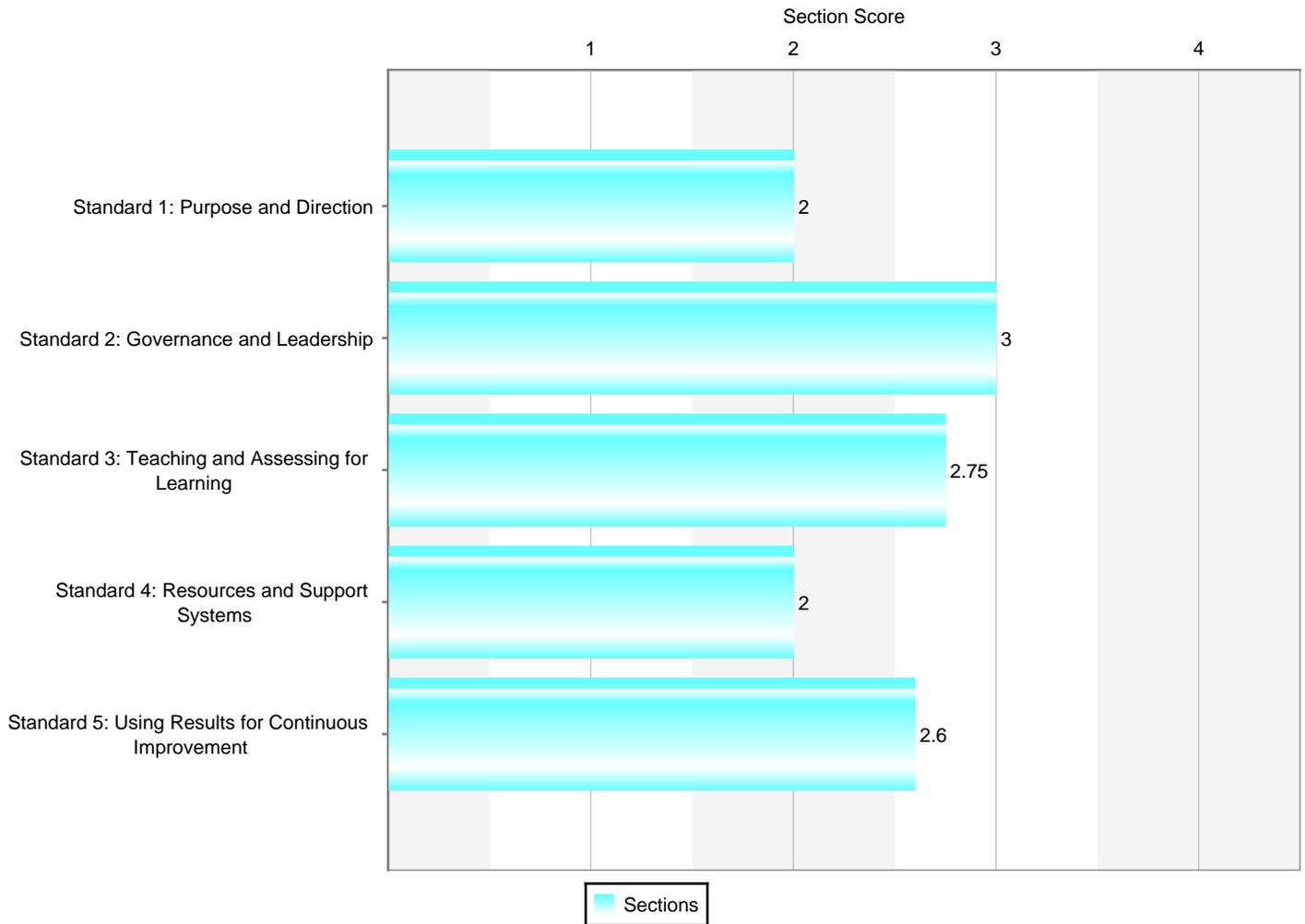
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attachment.	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Our attendance rate during the 2015-2016 school year was above the state average.

Our school received an "B" rating.

All grade levels performed above the state average on the spring ISTEP+ in both mathematics and E/LA.

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

E/LA and mathematics ISTEP+ results show a positive trend in performance until 2015.

Which area(s) indicate the overall highest performance?

Both Math and E/LA scores in general show the high overall performance. Grade 6, compared to the other grades, showed consistently higher scores in ELA.

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

No subgroups in 2014-2015 showed an increasing trend in performance. We've identified our DNP students categories 1, 2, and 3 as our subgroup for 2015-2016. Our DNP students showed the most amount of growth toward increasing performance.

Between which subgroups is the achievement gap closing?

Our Did Not Pass subgroup showed the most amount of growth with the label of "moving up".

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

We have been utilizing (STAR) Reading and Math consistently for the past 2 years. We were able to identify students consistently showing low growth.

Areas in Need of Improvement

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

In 2015, ISTEP+ scores overall increased in both E/LA and mathematics. There are no areas in E/LA and mathematics that are below the state levels of performance.

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

We noted, from 2015-2016, in grade 5 that there is a negative trend in regards to ELA performance. In grade 4 a negative trend has been identified in Math.

Which area(s) indicate the overall lowest performance?

Mathematics and English Language Arts 2015 ISTEP+ scores are exactly the same and are above the state average.

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

Performance decreased between 4th and 5th grade in ELA, with an increase in scores again in 6th grade. We have also noted based on our 2016 ISTEP results that our high achieving/high ability students are showing decreased growth or performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between 4th and 6th grade in ELA is growing. Students in 4th grade show good progress, with a drop in 5th grade, and then an increase again in 6th grade.

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

Our current primary data source, STAR, promotes this observation.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
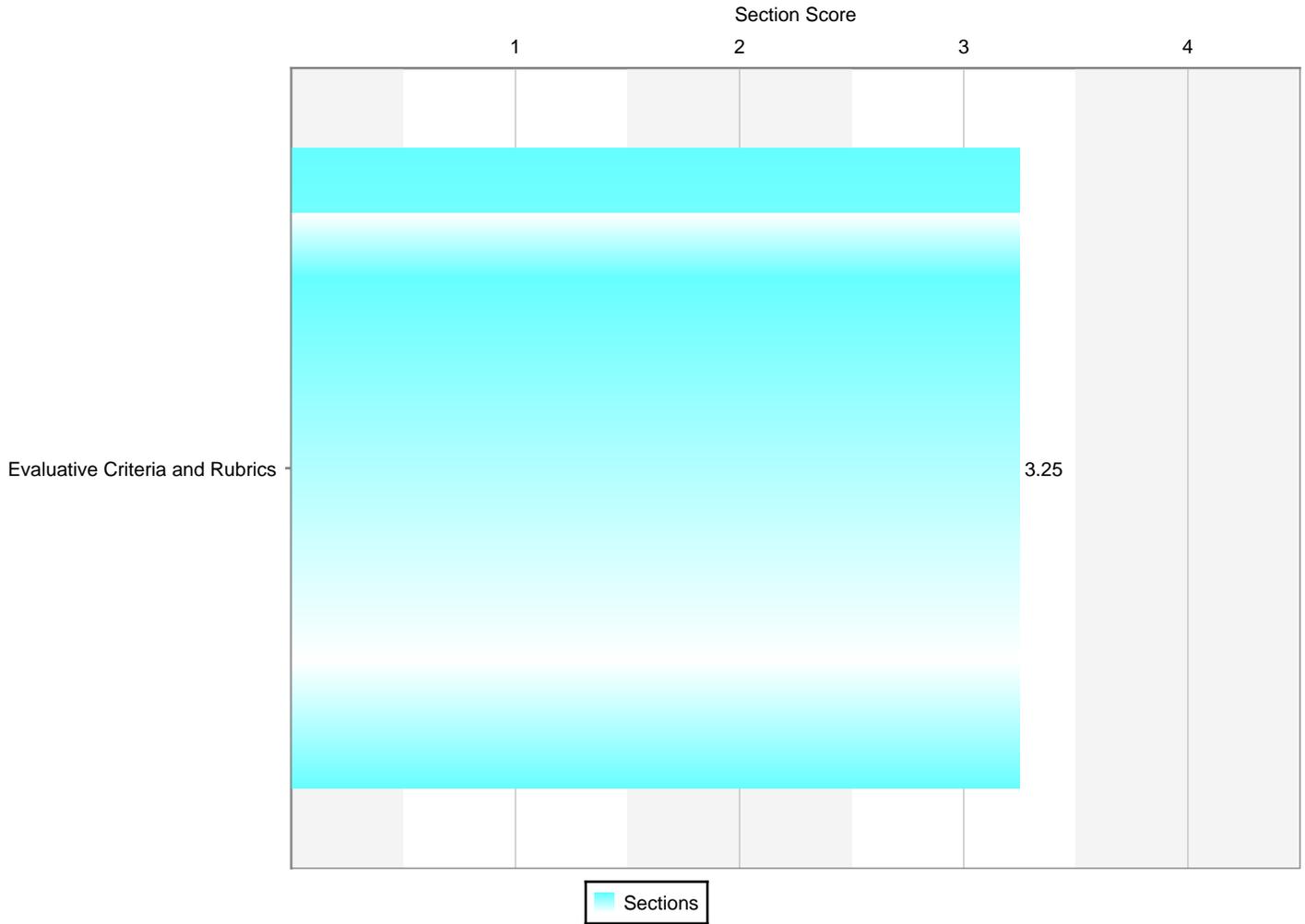
Sections

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		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

STAFF SURVEY

High Score - Standard 4 - Resources and Support Systems

Our school maintains facilities that contribute to a safe environment: 78% Strongly Agree/Agree.

Our school provides qualified staff members to support student learning: 73% Strongly Agree/Agree.Standard 5

65% Strongly Agree/Agree - our school uses multiple assessment measures - and - our school leaders monitor data.

PARENT SURVEY

Parents high scores

Our school provides a safe learning environment (60%).

Our school provides opportunities for students to participate in activities that interest them (69%). - students 65%.

Standard 3 - high score. My child has up-to-date computers and technology to learn (53%).

STUDENT: 6-12

Student high scores

Teachers and principals have high expectations (61%)

My school gives me multiple assessments to check my understanding (59%). -

Purpose and expectations are clearly explained to me and my family (58%)

School programs and services are available to help me succeed (58%).

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

At the time the survey was conducted, Spring 2014, the teachers responded more positively to questions regarding "3.11 - All staff members participate in a continuous program of professional learning" and "3.5 - The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels". In 2013, for the first time, we implemented a delayed start which gave us time to run Professional Learning Communities. This program was pulled for the 2013-14 school year. However, due to the responses from our staff survey, the program was redeveloped for the 2014-2015 school year.

As a result of new evaluation measures per state mandate, we saw an improvement in the staff survey regarding standard 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

The parent and student surveys stayed the same or decreased in every standard.

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

When the leadership team self-assessed last spring, they confirmed the improved satisfaction regarding collaboration and professional development. Due to our professional learning communities that take place every Tuesday morning, we have been able to effectively

implement a student-free time for educators to collaborate or participate in professional development.

Areas in Need of Improvement

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

STAFF

Standard 2

Only 37% agree or strongly agree that "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction"

Standard 5

Only 32% believe that our staff are trained in the evaluation, interpretation, and use of data.

Standard 3 - Lowest scores

Only 21% agreed that a formal process is in place to support new staff members.

47% believe that a structure exists where each student is well known by at least one adult advocate.

Only 38% of staff believe that "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)."

PARENTS

Parent survey scores were much lower than staff.

Only 23% agreed that my child's teachers keep me informed regularly of how my child is being graded.

Other areas where we scored low with parents:

All of my child's teachers meet his/her learning needs by individualizing instruction (31%).

My child has access to support services based on his/her needs (35%).

My child has teachers that monitor and inform me of his/her learning progress (26%).

STUDENT LOW SCORES

Student survey scores were much lower: Grades 6-12

Only 8% agreed that "In my school, students respect the property of others."

Only 17% "all students are treated with respect." 11% - treat adults with respect"

Students help each other even if they are not friends" (15%)

"My school makes sure there is at least one adult who knows me well." (34%).

160 students stated that they strongly disagree. Students in primary grades-

Only 41% agreed "In my school, students treat adults with respect." This is a low number compared to many standards where over 90% of the students agreed.

Only 43% agreed "My principal and teachers ask me what I think about school."

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

When comparing the 2014 stakeholder feedback survey to the 2013 stakeholder feedback survey, the ratings were the same or lower for each standard for each group (parents, staff, students).

The greatest concern with students occurred in their concern for respect. They felt a great lack of respect between students and students,

and students toward adults.

Parents showed a great concern for governance and leadership, lack of communication from teachers, and lack of differentiated teaching

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DRAFT

Stakeholder Feedback Diagnostic

Griffith Public Schools

practices.

The staff showed concern for engaging teaching practices and a support of these practices.

What are the implications for these stakeholder perceptions?

With regards to students, we need to look at stronger character development programs where we teach kids the importance of and how to respect property, other students, and adults.

With parents, both leadership and classroom teachers need to improve communication skills. They need to be more involved in decision-making and more information needs to be shared with parents regarding the schools and their students.

With staff, we need to improve communication from the leadership and provide more training and professional development for best practices, particularly providing differentiated instruction, engaging instruction, and how to analyze and use data in the classroom. New staff members need a strong training and mentoring program to support them.

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

We conducted a staff professional development survey last spring. Since this was in the midst of our Professional Learning Communities, the staff felt that they had an opportunity to collaborative professional development. However, they expressed a concern and need for how to use and interpret data.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5
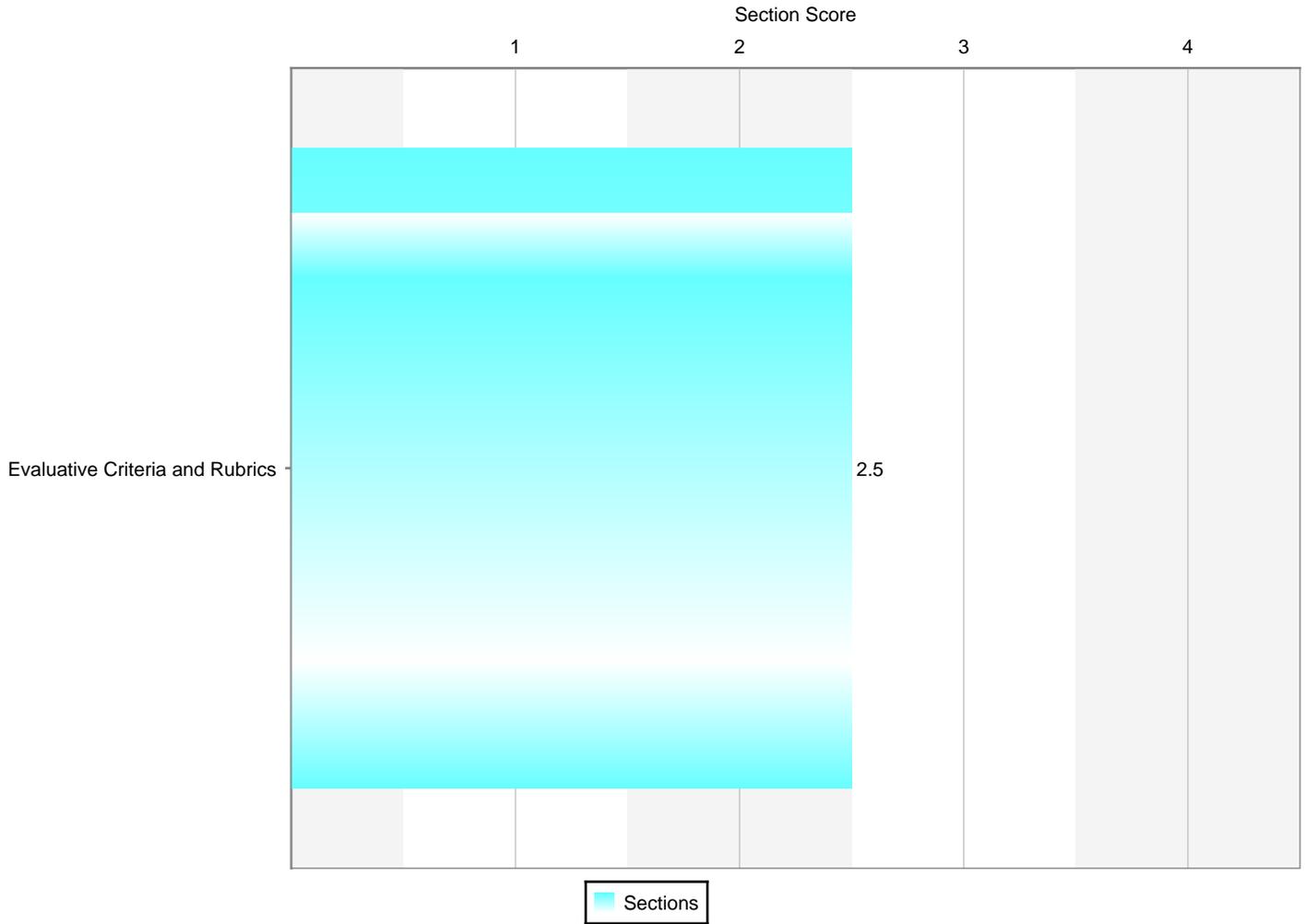
Sections

2015-2016 Plan

Overview

Plan Name

2015-2016 Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase the percentage of students achieving a passing score on Math portions the the ISTEP+ test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$30000
2	To increase the percentage of students achieving a passing score on ELA portion o fthe ISTEP+ test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$30000

Goal 1: To increase the percentage of students achieving a passing score on Math portions the the ISTEP+ test.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on the ISTEP+ test. in Mathematics by 05/13/2014 as measured by performance on the Spring 2014 math portion of the ISTEP+ test..

Strategy 1:

To increase the percentage of students achieving a passing score on Math portions the the ISTEP+ test. - The strategy will work by having all grades 3-6 teachers/RTI staff work on data collection, grouping, and assessment. Teachers will work as a team to group their students on particular skills taught in class. (enrich or reteach) This will be done 30 minutes daily targeting each child at each grade level. (success time) After skills have been taught, retaught, or enriched, teachers will give another assessment to see if the targeted time was effective.

Research Cited: The 8-step Model is a researched program supported by the IDOE.

Activity - 8-step Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minute daily grouping of each individual student based on his/her needs with a particular target skill/standard	Direct Instruction	09/03/2013	05/30/2014	$30000	Title I Part A	Principal, RTI staff, classroom teachers

Goal 2: To increase the percentage of students achieving a passing score on ELA portion o fthe ISTEP+ test.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on the ISTEP+ test. in English Language Arts by 05/13/2014 as measured by performance on the Spring 2014 LA portion of the ISTEP+ test..

Strategy 1:

8-step Process - This strategy will work by targeting students on particular skills in LA. Teachers and RTI staff will collaborate based on student data and performance in class. Staff will use the 8-step process to build groups to either enrich or reteach based on prior skills taught and assessed. Students will get a 30 minute daily intervention based on their particular needs. Staff will meet weekly to re-look at assessments and groupings.

Research Cited: 8-step model researched and supported by the IDOE

Activity - 8-step Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 minute daily grouping of each individual student based on his/her needs with a particular target skill/standard.	Direct Instruction	09/03/2013	05/30/2014	$30000	Title I Part A	Principal, RTI staff, classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
8-step Process	30 minute daily grouping of each individual student based on his/her needs with a particular target skill/standard.	Direct Instruction	09/03/2013	05/30/2014	$30000	Principal, RTI staff, classroom teachers
8-step Process	30 minute daily grouping of each individual student based on his/her needs with a particular target skill/standard	Direct Instruction	09/03/2013	05/30/2014	$30000	Principal, RTI staff, classroom teachers
				Total	$60000	

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.