



# Indiana School Improvement Plan

Yost Elementary School

Duneland School Corporation

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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?**

Newton Yost Elementary School is a part of the Duneland School Corporation. The Duneland School Corporation serves approximately 5,745 students from a 92 square mile area encompassing Westchester, Jackson, Liberty, and parts of Pine Township of Porter County in Northwest Indiana. Duneland consists of five elementary schools (grades K-4), two intermediate schools (grades 5-6), a middle school (grades 7-8), and a high school (grades 9-12).

Newton Yost Elementary School serves the towns of Porter, Burns Harbor, and western sections of Chesterton, and the community of Dunes Acres. The area has a rich history with many significant details. Our school-yard was once a part of the Chicago Hydraulic Brickyard which manufactured bricks that were sent to Chicago for construction after the Great Fire. Bailly Homestead and other portions of the Indiana Dunes National Lakeshore are in our attendance districts and attract visitors from across the country and around the world.

As of Fall of 2015, Yost has a school population of approximately 378 students in grades Kindergarten through fourth. The socioeconomic structure of the Yost community is diverse. The ethnic composition is: American Indian or Alaskan Native 0%, African American 2%, Asian or Pacific Islander 2%, Hispanic 14%, Caucasian 78%, and Multiracial 4%. Students who receive free and reduced lunches comprise 32% of the school population. A breakfast program is available that serves an average of 45 students per day.

Yost supports a Title I targeted assistance program. Special education students receive services on site and are supported by the Porter County Co-Op. Fine Arts thrive at Yost School as a result of excellent collaborative efforts by the fine arts instructional staff team to develop thematic units of study. There are sixteen general education teachers, two special education teachers, and one Reading Specialist. Fine arts teachers are assigned full time in art, music, and physical education. Library services and instruction are provided by a full time Media Specialist. Instructional assistants are assigned to Title I, RtI, special education, and media services. Counseling, nursing, remediation, and speech services are offered part-time. High ability is offered to students in Kindergarten through fourth grade in math and language arts. Support services include cafeteria personnel, custodians, and recess aides. Parents as Teachers has been an early learning program available to parents of children birth to age five.

Parent support at Yost Elementary School is exceptional. Currently there are 405 parents and grandparents registered to assist students. They provide service including tutoring, classroom helper, mentoring, and study trip guides. The Parent Teacher Organization supports the school with a wide variety of enrichment and educational programs. Service to others and the community is a theme that is practiced by all members of the Yost family.

## 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:

"With staff, student, parent and community support:

At Yost Elementary School

Everybody teaches,

Everybody learns

Everybody is somebody at Yost."

We believe our mission statement truly reflects what we value in education and in our school. The programs offered beyond the classroom curriculum emphasize character education and being a lifelong learner. Important life skills like truthfulness, active listening, personal best, and cooperation are just a few that we talk about with the students throughout the year. Our school has five common expected behaviors that encourage quality student work, being an active learner, being kind with our words and actions, following directions and procedures, and keeping our bodies in control for the safety of ourselves and others. Our counseling program educates parents and students on bullying and how to maintain a bully free environment in school. An atmosphere that is safe, positive, engaging, and academically challenging is key to our students' success. In addition, Yost places a strong emphasis on professional development for our teachers and Title I team. Teachers serve as instructors in our professional learning strands to share in their areas of expertise. Others bring back what they have learned at workshops and share with the teaching staff so each one can benefit and continue to grow as an educator. In summary, our mission statement along with the Duenland mission statement calls for each student, teacher, parent, and staff member to be a part of making our school a positive experience now and in the coming years.

## 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.**

Over the past three years, Yost Elementary School has worked very hard at creating a community of ownership, buy-in, and focus with regards to our School Improvement Plan (SIP) and the goals tied to it. The leadership at Yost and our school improvement team has dedicated time and energy into creating this renewed investment in our students success. An immense amount of collaboration has taken place over the past few years to get our school to the point we are at currently.

We have spent a great deal of time together discussing and explaining the real reason we have a school improvement plan which is meant to focus on student achievement. To foster this new cohesiveness and understanding, we have met within our school improvement committees and worked on our instructional strategies. We compiled resources for teachers to implement and to assist with our school improvement plan goals. We have met at least three times a year with our school improvement community members and began to involve our students and parents in our goals and sharing our data with them. To make our SIP goal data alive and active in our school, each grade level created dashboards to post our student/class data for our Math goal and writing prompt scores. New teachers meet several times throughout the year with the school improvement committee to discuss our SIP, our goals, and answer questions related to the SIP and their teaching profession. The classroom teachers and students talk about how they did and look at where they need to be at the semester or end of year. The dashboards are visible to parents or anyone visiting the classroom.

As a collective faculty, we review together our data from ISTEP and IREAD to better understand our strengths and areas of weaknesses. We look at sample questions that were difficult for students, identifying vocabulary terms and the underlying skills that students would need to be more successful. Teachers attend yearly professional development workshops in the areas of Math problem solving, and Reading comprehension, and The 6 Traits of writing.

Another part of our school improvement plan that we collaborated on was our instructional interventions and strategies to implement within the classroom as they relate to our goals. We continued to meet as a staff and all agreed on specific strategies and instructional interventions to meet our goals. For example, in Math, we are using Simple 6 for our Math problem-solving goal and are using post-tests to monitor the students' data. Our teachers have been trained in using NWEA to analyze reports. Our school uses these reports to provide feedback on how our students will perform on the ISTEP assessment. Based on students' needs, teachers may create lessons for specific skills.

In Writing, we are currently using The 6 Traits of Writing. Grade levels meet quarterly to discuss and grade together the quarterly writing prompts using the Indiana Writing Rubric. As new teachers are hired, they attend workshops on the Six Traits of Writing to stay current. Each grade level has a trait crate and each teacher has manipulatives to use while they model and teach each trait.

We agreed to use guided reading as our intervention to improve Reading comprehension. With this new, focused intervention, and looking at our ISTEP, IREAD, and mClass data, we feel confident that our students will show growth and success in reading comprehension. Our guidance counselor has worked with the United Way Foundation to secure "reading buddies" for our first and second grade students. The reading buddy program helps promote that love of reading and providing time each day in the classroom for time to read independently or with their "reading buddy," which is a stuffed animal.

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Areas of Improvement/goals for the next three years:

In the area of leadership, we will need to begin training other teachers from various grade levels in the AdvancEd process and updating the School Improvement Plan. We currently have three members including the building principal on the team, but would like to begin training new members. We have also discussed the importance of using our level coordinators within each grade level as key facilitators and communicators within the grade level for implementing the goals and instructional strategies.

We will continue to monitor our data for ISTEP, mClass, NWEA, and the IREAD test. Being able to drill down and understand the Indiana Growth Model is important as well. Our school has Title I services for K-3, and we feel they are a key part of our low students' success in the areas of Reading and Language Arts. Finding time and funds to sufficiently staff and train our Title I team has been a struggle with a decrease in funds. Our goal is to have 90% of our third graders pass IREAD. We are continuing to find resources and instructional strategies to meet that 90% goal. Overall, our IREAD scores have been consistent over the past three years.

Over the next three years, the staff will continue to find resources, instructional strategies, and ways to meet the academic needs of our special ed students to help them pass the math portion of ISTEP and IREAD reading state assessments. This year, Level Coordinators and Special Ed teachers met to try to identify the root cause of poor math scores in our special ed population. Once the root cause is identified, we will then look at ways of remediating and providing professional development for teachers in the area of Math.

This year, we received some professional development in how to implement the NWEA assessment and how to analyze the data reports. We will then use this data to develop differentiated lessons to meet the varied needs in the classroom, and monitor student growth throughout the year.

## **Additional Information**

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

As part of the Duneland School Corporation, Yost Elementary School participates in the AdvancEd district accreditation process. An integral component to Duneland's district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chair person(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland's process consistently includes input from all stakeholder groups. In the fall and spring of 2012, AdvancEd surveys were conducted as well as a repeat of a survey given 5 years ago prior to the first district accreditation QAR visit. Upon completion, survey data was provided to each individual school to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Due to financial restraints placed upon the school corporation through legislative changes, Duneland School Corporation embarked on the process of a general fund referendum in the Spring of 2012. The initiative passed in early May of 2012. Money from the referendum will be available starting in the summer of 2013.

# **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 Improvement parents are selected based on teacher recommendation and their involvement in the school or the community. Parents from a variety of backgrounds, with children of varied academic levels, are represented. They are informed of their roles by receiving a letter in the fall of each school year. The principal has personal contact with each new member on the committee, informing them of their roles and responsibilities. We encourage their participation and feedback throughout the year. After all phone calls have been made, the principal tries to accommodate personal or work schedules when planning the meeting dates and times. Parents are informed of these dates and times through a letter, so that they can plan accordingly.

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

The School Improvement Committee is represented by the following groups: One administrator, two teachers, one pastor, one community businessman, and three parents. The administrator is responsible for planning the meetings, informing parents of dates and times, providing the School Improvement Plan and related resources to the members of the committee, and leading the SIP Committee meetings throughout the year. The teachers' responsibilities include attending meetings and sharing examples of how the plan is utilized in the classrooms, and answering questions from the parent group. The remaining community members are responsible for attending meetings, reading and understanding the plan, participating in the on-site visit from Advanc-Ed, and supporting the school community and Duneland district as a whole.

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

At the beginning of each school year, we have a staff meeting where we review the plan, the goals, and the interventions that we use. We answer any questions that the staff may have. A completed School Improvement Plan is available to all staff members. The School Improvement Plan can also be found on our district website for parents and community members; hard copies are available in the office, as well. The stakeholders on the SIP Committee also receive a hard copy of the plan. At Open House, the principal shares our School Improvement goals with all parents in attendance, and it is also put in the Fall Principal's newsletter. Teachers serve on School Improvement Committees based on our goals. These include Professional Development, Language Arts, Math, and Data. These committees meet throughout the year, and have time for sharing and discussing our goals and implementation of the plan. Teachers have dashboards posted in the classroom, so that their progress on goals is clearly visible. The principal and Advanc-Ed co-chairs present a yearly report to the district DIRT team regarding how we are meeting our goals for the School Improvement Plan. The completed DIRT report response is shared, in turn, with the staff, regarding our areas of strengths and weaknesses, as well as recommended areas of improvement. Stakeholders are informed of our progress on the plan through the Principal's monthly newsletter.

# **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: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <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> <li>•Purpose statements - past and present</li> <li>•Our morning announcements include our school's mission statement as well. Whole school recites our mission statement each day.</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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Professional development-guest speakers, SIP strategies and instructional programs, grade level planning, cross grade level discussions, our faculty handbook, life lines are posted in classrooms</li> </ul>	Level 3

# Indiana School Improvement Plan

Yost Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•See school improvement goals and assessment pages, data includes: ISTEP, IREAD, writing prompts, mClass, dashboards, open house, newsletters- principal's press</li></ul>	Level 3

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

While reviewing Standard 1: Purpose and Direction, we feel we have many strengths. Our school improvement team (SIT), faculty, and community groups have a review process in place for implementing and discussing our School Improvement Plan (SIP). The school's purpose and mission statement are reinforced on a daily basis. Our mission statement clearly focuses on students and achievement. All stakeholders are communicated with about our goals and SIP through newsletters, open house, websites, and the Principal's Press. The faculty creates challenging and engaging learning through our high ability program, RtI, and Title I. School leadership and staff share high expectations for professional practice by attending workshops, inviting guest speakers to meetings, cross grade level discussions, and working together on lessons and units of study. We have and use data to drive our instruction. Through the use of mClass, Acuity, ISTEP, and IREAD we can plan and implement instructional goals that are aligned with the school's purpose and students needs. Our SIP specifically outlines what instructional strategies are to be taught and used in the classroom in the areas of Reading, Math, and Writing. Our faculty keeps their dashboards updated to ensure and monitor student achievement as well as communicates it to the stakeholders. While reviewing Standard 1: Purpose and Direction, we found the following weaknesses. As a staff, we need to review our schools mission and purpose statement to make sure it is still valid and meets our goals.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Principal's press communicates to parents about the elementary handbook which hosts the policies and procedures. All expenses must be approved- monthly budget reports sent to each school, Professional growth funds are available each semester to teachers, teacher and staff evaluations reflect on instructional practices</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•New teachers observe in a classroom, they also attend district meetings in the first semester- assigned a mentor as well. Principal does walk throughs and pop-ins as well as formal observations, state mandate for all teachers evaluated every year.</li></ul>	Level 3

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

While reviewing Standard 2: Governance and Leadership, we felt we had many strengths. The governing body of the school district (school board) and local schools have policies and procedures in place which allow the school to operate and function at a high level of success. Monthly budgets allow for administration to plan professional development for faculty and provide resources to assist in student learning. Elementary handbooks are reviewed and approved each year and given to each parent at registration. Monthly communication in the form of newsletters and websites remind parents of district and school's purpose and direction. The local newspaper publishes the school board minutes. Student performance is closely tied to teacher performance. The policies and procedures outlined in teacher evaluations helps building leaders guide and reflect with teachers on their strengths and areas for improvement. The building principal follows the policies for evaluating teachers formally and informally through various means, including, pop ins, walk throughs, and formal lesson evaluations. Our mission statement focuses on the importance of everybody teaching and working together to ensure everyone learns. Our mission statement is recited as a whole school every morning on announcements. We also focus on a life line a week to further promote our purpose in creating a safe collaborative environment so learning can take place. Each student is held to high expectations in all academic areas. When students struggle we have many resources in place to support them: RtI, Flex Time (a designated time when students receive enrichment or remedial support), SAT, remediation, behavior plans and contracts, Title I, and data meetings. We host open house and parent teacher conferences each year which allow for open communication and feedback between parents, students, and teachers. Our local school board and all administration spend time each year looking at our goals for the upcoming school year and plans for the future. Areas of need included the flow of communication between the the governing body down to the teachers and staff.

### 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: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Descriptions of instructional techniques</li> <li>•Science Lab, Social Studies projects, field trips, centers, Think Tank for math, Blogs, Guided Reading groups, Blogs, 6+1 Writing, Monthly Technology Time, Research projects, Behavior systems, quarterly prompts, math pre-post tests, dashboards, RtI, Title I</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	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.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Principal reviews report cards, school monthly newsletter, teachers document standards taught in plan book, principal does walk throughs in the classroom, principal attends and oversees data meetings, Rtl process, and Student Assistance Team</li> </ul>	Level 4

# Indiana School Improvement Plan

Yost Elementary School

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.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	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.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 2

# Indiana School Improvement Plan

Yost Elementary 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.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Specials teachers, media and guidance all know all of the students. Custodial staff and cafeteria personnel, Title I, Rtl aides, secretaries and nurse know many of the children. ELL aides work closely with our ELL students. We also have programs that assist students such as Rtl, SAT, Title I, and special education.</li> </ul>	Level 4

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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</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.**

While reviewing Standard 3: Teaching and Assessing for Learning, we felt we had many strengths. We feel that our school provides equitable and challenging learning opportunities to ensure that students have the skills to succeed. We use multiple assessments to examine student learning. Teachers plan and use instructional strategies that engage students in their learning. Teachers collaborate formally and informally to share teaching techniques and ideas. At staff meetings, grade levels discuss several assessments such as quarterly writing prompts, "Simple 6" problem solving, and other instructional strategies so that our data is reliable and instruction is research based. We feel that our students are well known by the faculty and staff. We will we continue to meet as grade levels and as a staff to monitor our school's curriculum and assessments to ensure teacher effectiveness and student learning.

As far as our weaknesses in Standard 3, we felt that we are lacking in the area of mentors. We have some of our teachers trained to be mentors but we would like to see more teachers trained to become mentors. Additionally, we offer professional development to all staff members, but are unable to require their attendance.

### 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: 2.71

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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have 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>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> </ul>	Level 3

**Indiana School Improvement Plan**

Yost Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Parents as Teachers, lists of community support agencies, student assistance team, flex time, RtI, Title I, data meetings, social groups with counselor</li> </ul>	Level 3

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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•RtI, Student assistance team, flex time, Title I</li> </ul>	Level 3

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

While reviewing Standard 4: Resources and Support Systems, we felt we had many strengths. We feel that our faculty, staff, and community all play a significant role in our educational program. We have procedures in place to assist in our monitoring of students on a regular basis. For example, we have implemented Rtl and meet several times as a team to assess students' strengths and weaknesses. If students have specific areas to improve, we have several stakeholders (teachers, Title I instructors, resource teacher, special education teacher, school counselor, M-team, etc.) that address those specific behavior and/or academic goals that were created to improve upon the students' weaknesses. We will continue to use as many resources as possible and brainstorm ways to be more efficient with our time and resources. As far as our weakness in Standard 4, we felt that there was a major concern with regards to having technology support and training that supports our school's needs. On a positive note, we do have many technology resources such as iPads, laptops, iPods, mimios, smart boards, two computer labs, etc. We feel that we need more quality training so that we can be more effective with regards to teaching and student learning.

### 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: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel 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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

# Indiana School Improvement Plan

Yost Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> </ul>	Level 3

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

While reviewing Standard 5: Using Results for Continuous Improvement, we felt we had many strengths with regards to using and analyzing results from data sources. Like many schools, we use a variety of assessments. However, we feel that we work hard to look at the data from each assessment and use that information to provide quality instruction. We constantly look at ISTEP, IREAD, mClass, NWEA, writing prompts,

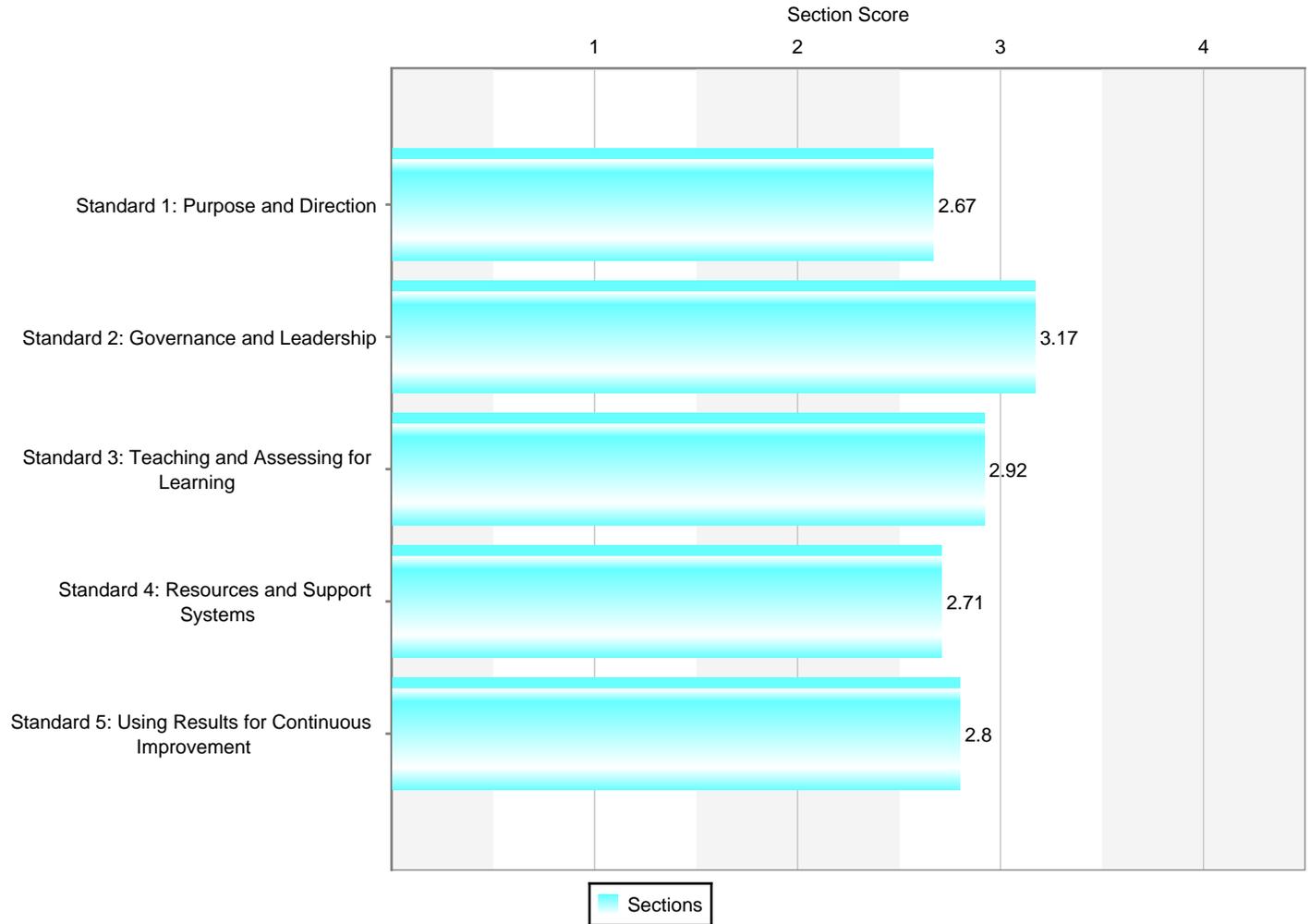
etc. to analyze our strengths and weaknesses as a school and discuss ways to make improvements on a regular basis. We will continue to meet as a large group to view and analyze data. The scientifically-researched program, BURST, is used by the Title I team, which has

standardized our assessment process for Title I students.

As far as weaknesses in Standard 5, we all agreed that we need more effective training in the evaluation, interpretation and use of data to all professional and support staff. Although many of us have effective training, we don't feel that all staff members are trained and assessed in a professional development program. We need to make a conscious effort to include more support staff members when we evaluate, interpret, and use data on a more consistent basis.

## 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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Dashboard 2015-2016

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

The percentage of students passing IREAD for 2012 to 2015 have been above the state's performance level of 90%. The sub population of Special Education students has increased each year, going from 57% in 2011-2012 to 80% in 2014-2015. Our students in 3rd and 4th grade exceeded the state average for ISTEP in Language Arts in 2014-2015. The standards on ISTEP under writing process and applications have held steady in the past three years above 80%. This is an area in which we did not notice a significant decline.

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

With the exception of last year's new assessment, our problem solving, number sense, geometry, algebra and functions, computation, and measurement scores for third and fourth grade have shown a positive trend. We have exceeded the state's expectations of 90% for our percentage of students passing IREAD since 2012, improving our score in 2011 of 88.9%. There was also a positive trend in the number of kindergarten students who met the end of the year benchmark level for mClass, ranging from 59% in 2012-2013 to 92% in 2014-2015.

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

With the exception of last year's new assessment, the standards on ISTEP under writing process, conventions, and applications have held steady in the past three years above 80% for both 3rd and 4th grade. ISTEP results in math showed high performance in some areas. In 3rd grade, our students did well on problem solving and measurement. In 4th grade, our students did well on problem solving. mClass testing shows high performance at Kindergarten's EOY level for 2014-2015.

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

The sub population of Special Education students has increased each year on the IREAD test, going from 57% in 2011-2012 to 80% in 2014-2015.

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

Based off ISTEP data, the achievement gap in Special Education and Free and Reduced is not closing. The scores remain inconsistent from year to year.

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

We give local assessments that correlate to our school improvement goals. Our findings have shown that the assessments are challenging.  
SY 2015-2016

and the scores do not correlate to the scores that we have from ISTEP. However, we have noticed that problem solving and process writing has been a strength in standardized assessments.

## Areas in Need of Improvement

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

When we look specifically at last year's ISTEP test, and compare it to previous years' data, we have noticed an overall decrease in performance.

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

Previous years of ISTEP math scores show us to have been in the 70-90 percentile range. Last year's data shows that all of our scores are in the 60 percentile range. In previous years, our strengths have been the Writing Process and Conventions, but the new ISTEP test for Language Arts shows a decrease in our fourth grade scores for Writing Process and Writing Conventions.

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

The most recent ISTEP test showed our third grade math scores were low in the areas of Number Sense, Algebraic Thinking & Data Analysis, and Geometry & Measurement. All three of these skills were 62%. Our lowest Language Arts scores in fourth grade were in the areas of Writing: Genres, Writing, and Research Process, and Writing: Conventions. These were 68% and 69%, respectively.

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

The most recent ISTEP data shows our Special Ed. and Free/Reduced subgroups showed a drop in their overall performance on ISTEP.

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

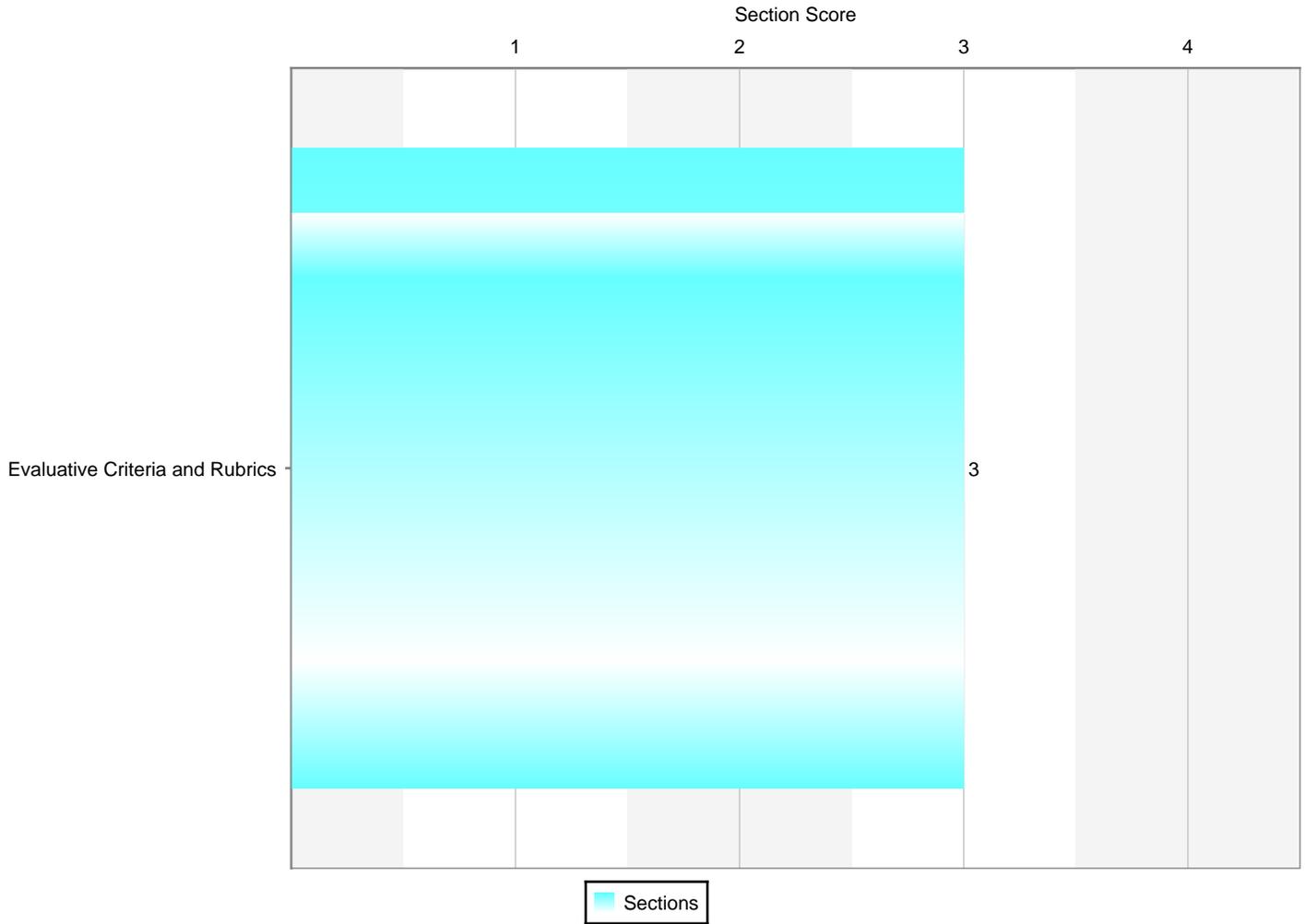
With the results of the latest ISTEP assessment, the achievement gap is becoming greater for both Special Education students and Free/Reduced Lunch student subgroups.

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

Our free & reduced and special education subgroups have not been disaggregated in our local assessments.

## 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?			

### Evaluative Criteria and Rubrics

	Statement or Question	Response	Rating
1.	Questionnaire Administration		N/A

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis		N/A

## **Areas of Notable Achievement**

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

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

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

## **Areas in Need of Improvement**

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

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

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

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

## Report Summary

### Scores By Section

Section Score

1

2

3

4

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# **Plan for Indiana School Improvement Plan**

## **Overview**

### **Plan Name**

Plan for Indiana School Improvement Plan

### **Plan Description**

2015-2016 SIP

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Yost Elementary School will become proficient readers.	Objectives: 3 Strategies: 1 Activities: 1	Academic	\$3000
2	All students at Yost Elementary School will become proficient problem solvers in Math.	Objectives: 3 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: All students at Yost Elementary School will become proficient readers.

### Measurable Objective 1:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency K: Level C; 1st: Level I; 2nd: Level L in Reading by 05/20/2016 as measured by Amplify Atlas TRC .

### (shared) Strategy 1:

Guided Reading - Teach:

Teachers will implement guided reading groups.

Model:

Teachers use before, during, and after reading comprehension strategies: predicting, summarizing, sequencing.

Teachers will use graphic organizers.

Practice:

Students will use the text/story when answering questions.

Students will use graphic organizers.

Students will answer higher-order thinking questions.

Students will use PQA (Part of the Question in the Answer) when they answer questions verbally or in writing.

Evaluate:

K-3 teachers will use mClass TRC.

3rd and 4th grade will use Comprehension Assessments.

ISTEP and IREAD will also be evaluated.

Support:

Teachers may be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops as available.

Rtl, Title I, Remediation, One-on-One with teacher/ aide, Peer assistance will be used for support.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

Marzano, Robert (2003). What Works In Schools: Translating Research Into Action. Alexandria, VA. ASCD.

Inservices:

Rivera, Angelo: Reading Comprehension and Differentiated Instruction

Tyson, Dr. Kimberly. Learning Unlimited.

Scholastic Classroom & Community Group

Evidence of success: IREAD, TRC: mClass- Wireless Generation

Scott Foresman EOY Benchmark Assessment: Test 1

## Indiana School Improvement Plan

Yost Elementary School

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive direct assistance from a Guided Reading Specialist	Professional Learning	09/01/2016	01/20/2017	\$3000	Title I Part A	All Teachers and Title I Staff

### Measurable Objective 2:

90% of Third grade students will demonstrate student proficiency (pass rate) Pass in Reading by 03/18/2016 as measured by IREAD.

### (shared) Strategy 1:

Guided Reading - Teach:

Teachers will implement guided reading groups.

Model:

Teachers use before, during, and after reading comprehension strategies: predicting, summarizing, sequencing.

Teachers will use graphic organizers.

Practice:

Students will use the text/story when answering questions.

Students will use graphic organizers.

Students will answer higher-order thinking questions.

Students will use PQA (Part of the Question in the Answer) when they answer questions verbally or in writing.

Evaluate:

K-3 teachers will use mClass TRC.

3rd and 4th grade will use Comprehension Assessments.

ISTEP and IREAD will also be evaluated.

Support:

Teachers may be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops as available.

Rtl, Title I, Remediation, One-on-One with teacher/ aide, Peer assistance will be used for support.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

Marzano, Robert (2003). What Works In Schools: Translating Research Into Action. Alexandria, VA. ASCD.

Inservices:

Rivera, Angelo: Reading Comprehension and Differentiated Instruction

Tyson, Dr. Kimberly. Learning Unlimited.

Scholastic Classroom & Community Group

Evidence of success: IREAD, TRC: mClass- Wireless Generation

Scott Foresman EOY Benchmark Assessment: Test 1

## Indiana School Improvement Plan

Yost Elementary School

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive direct assistance from a Guided Reading Specialist	Professional Learning	09/01/2016	01/20/2017	\$3000	Title I Part A	All Teachers and Title I Staff

### Measurable Objective 3:

80% of Fourth grade students will demonstrate a proficiency of 80% mastery in Reading by 05/20/2016 as measured by End of Year Scott Foresman Benchmark Assessment.

### (shared) Strategy 1:

Guided Reading - Teach:

Teachers will implement guided reading groups.

Model:

Teachers use before, during, and after reading comprehension strategies: predicting, summarizing, sequencing.

Teachers will use graphic organizers.

Practice:

Students will use the text/story when answering questions.

Students will use graphic organizers.

Students will answer higher-order thinking questions.

Students will use PQA (Part of the Question in the Answer) when they answer questions verbally or in writing.

Evaluate:

K-3 teachers will use mClass TRC.

3rd and 4th grade will use Comprehension Assessments.

ISTEP and IREAD will also be evaluated.

Support:

Teachers may be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops as available.

Rtl, Title I, Remediation, One-on-One with teacher/ aide, Peer assistance will be used for support.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

Marzano, Robert (2003). What Works In Schools: Translating Research Into Action. Alexandria, VA. ASCD.

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Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive direct assistance from a Guided Reading Specialist	Professional Learning	09/01/2016	01/20/2017	\$3000	Title I Part A	All Teachers and Title I Staff

## **Goal 2: All students at Yost Elementary School will become proficient problem solvers in Math.**

### **Measurable Objective 1:**

80% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in Mathematics by 05/27/2016 as measured by local Math post-tests.

### **(shared) Strategy 1:**

Simple 6 Problem Solving Steps & Strategies - Teach:

Teachers will teach all six steps to their students.

Model:

Teachers will post Simple 6 Problem Solving Strategies in their classrooms and model at least once a week to students.

Practice:

Students will practice solving problems at least once a week through small groups, whole class instruction, with partners, and individually.

Students will solve Think Tank problems once a month.

Evaluate:

Teachers will administer a pre- and post-test for each semester, using a two-point rubric.

Teachers will display and analyze Dashboards based on pre- and post-test results.

ISTEP and Acuity results will also be evaluated.

Support:

Spiral review, Peer assistance, One-on-one with teacher/ aide used for support.

Teachers will be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

Marzano, Robert (2003). What Works in Schools: Translating Research Into Action. Alexandria, VA. ASCD.

National Council of Teachers of Mathematics. Magazines and in-services.

Zemelman, Steven. Harvey Daniels, Arthur Hyde. Best practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH. Heidemann

Davidson, Kay (2009). The Simple 6 for Math

Evidence of success: NWEA, ISTEP, Semester pre/post assessments, Observations

## Indiana School Improvement Plan

Yost Elementary School

Activity - Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration time with staff to look at problem solving and its integration in the math standards. As teachers attend professional development, they will have an opportunity to share what they've learned with the staff.	Professional Learning	09/01/2016	06/02/2017	\$0	No Funding Required	All Teachers

### Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate student proficiency (pass rate) Pass in Mathematics by 05/20/2016 as measured by ISTEP.

### (shared) Strategy 1:

Simple 6 Problem Solving Steps & Strategies - Teach:

Teachers will teach all six steps to their students.

Model:

Teachers will post Simple 6 Problem Solving Strategies in their classrooms and model at least once a week to students.

Practice:

Students will practice solving problems at least once a week through small groups, whole class instruction, with partners, and individually.

Students will solve Think Tank problems once a month.

Evaluate:

Teachers will administer a pre- and post-test for each semester, using a two-point rubric.

Teachers will display and analyze Dashboards based on pre- and post-test results.

ISTEP and Acuity results will also be evaluated.

Support:

Spiral review, Peer assistance, One-on-one with teacher/ aide used for support.

Teachers will be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

Marzano, Robert (2003). What Works in Schools: Translating Research Into Action. Alexandria, VA. ASCD.

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Davidson, Kay (2009). The Simple 6 for Math

Evidence of success: NWEA, ISTEP, Semester pre/post assessments, Observations

Activity - Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration time with staff to look at problem solving and its integration in the math standards. As teachers attend professional development, they will have an opportunity to share what they've learned with the staff.	Professional Learning	09/01/2016	06/02/2017	\$0	No Funding Required	All Teachers

### Measurable Objective 3:

70% of Second, Third and Fourth grade students will demonstrate student proficiency (pass rate) Pass or Pass+ in Mathematics by 05/20/2016 as measured by NWEA .

**(shared) Strategy 1:**

Simple 6 Problem Solving Steps & Strategies - Teach:

Teachers will teach all six steps to their students.

Model:

Teachers will post Simple 6 Problem Solving Strategies in their classrooms and model at least once a week to students.

Practice:

Students will practice solving problems at least once a week through small groups, whole class instruction, with partners, and individually.

Students will solve Think Tank problems once a month.

Evaluate:

Teachers will administer a pre- and post-test for each semester, using a two-point rubric.

Teachers will display and analyze Dashboards based on pre- and post-test results.

ISTEP and Acuity results will also be evaluated.

Support:

Spiral review, Peer assistance, One-on-one with teacher/ aide used for support.

Teachers will be trained by Level Coordinators, SIP New teacher meetings, Learning Strands, and workshops.

Research Cited: Marzano, Robert (2004). Building Background for Academic Achievement. Alexandria, VA. ASCD.

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Activity - Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration time with staff to look at problem solving and its integration in the math standards. As teachers attend professional development, they will have an opportunity to share what they've learned with the staff.	Professional Learning	09/01/2016	06/02/2017	\$0	No Funding Required	All 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
Problem Solving	Collaboration time with staff to look at problem solving and its integration in the math standards. As teachers attend professional development, they will have an opportunity to share what they've learned with the staff.	Professional Learning	09/01/2016	06/02/2017	\$0	All Teachers
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Teachers receive direct assistance from a Guided Reading Specialist	Professional Learning	09/01/2016	01/20/2017	\$3000	All Teachers and Title I Staff
<b>Total</b>					\$3000	

## **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.