



Indiana School Improvement Plan

Chesterton Middle School

Duneland School Corporation

Mr. Michael F. Megyesi, Principal
651 West Morgan Avenue
Chesterton, IN 46304

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
Self Assessment	
Introduction.....	13
Standard 1: Purpose and Direction.....	14
Standard 2: Governance and Leadership.....	16
Standard 3: Teaching and Assessing for Learning	19
Standard 4: Resources and Support Systems.....	24
Standard 5: Using Results for Continuous Improvement.....	27
Report Summary.....	30

Student Performance Diagnostic

Introduction 32

Student Performance Data 33

Evaluative Criteria and Rubrics 34

Areas of Notable Achievement 35

Areas in Need of Improvement 36

Report Summary 37

Stakeholder Feedback Diagnostic

Introduction 39

Stakeholder Feedback Data 40

Evaluative Criteria and Rubrics 41

Areas of Notable Achievement 42

Areas in Need of Improvement 43

Report Summary 44

Goals and Plans 2017-2018

Overview 46

Goals Summary 47

 Goal 1: Goals and Plans 2017-2018 48

 Goal 2: Goals and Plans 2017-2018.2 48

Activity Summary by Funding Source 49

Conclusion 50

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?

DESCRIPTION OF SCHOOL

The Duneland School Corporation is a physically expansive school district in Northwest Indiana. Chesterton Middle School (CMS) serves a school community that includes the towns of Burns Harbor, Chesterton, Dune Acres, Porter, and parts of unincorporated northeast Porter County. CMS provides public education services to approximately 977 students, residing in a 92-square mile territory that includes the townships of Jackson, Liberty, Westchester, and portions of Pine Township.

Our school community is populated by approximately 13,000 residents. Based on 2010 U.S. Census Bureau data, the median age of the community is 37.8 years, with approximately 28% of the population being of school age. Roughly 50.9% of the 13,000 residents are female, and 49.1% are male. According to recent statistics, the community's population of 13,000 is approximately 91% white and 6.9% Hispanic. The remaining 2.1% of the population has been categorized as multiracial, black, or Asian.

Several additional socio-economic indicators help provide a sense of the composition of the school community's populace. Slightly less than 32% of the population has earned a high school diploma or equivalent, while 33% have attended college without earning a degree. 35% of the residents have earned some type of college degree. The predominantly blue-collar, middle-class community earns a median annual income of \$57,700 and lives in a single-family home with an average market value of \$158,000. Roughly 10.7% of Duneland households fall below the poverty line. The local workforce includes a diverse population of skilled and unskilled laborers, craftsmen, and professionals. Of the members of the Duneland community who are of working age, 52% earn a livelihood via a blue-collar career, while 41% hold white-collar positions. The remainder of the local workforce is currently unemployed.

Demographically, CMS's student population is fairly reflective of the Duneland Community. According to the Indiana DOE, of the approximately 977 students enrolled in the middle school during the 2016-2017 school year, 82.8% were white. The remaining student body was 10.4% Hispanic, 3.3% multiracial, 2.2% black, and .9% Asian. Roughly 52% of the students were male, and 48% were female. During the 2016-2017 school year, roughly 84 seventh grade students and 76 eighth grade students received some form of special education services. This number represents approximately 16.4 % of the student population at-large.

The blue-collar, middle class traits of the community are also reflected in the free and reduced lunch rates at CMS, and in the Indiana Statewide Testing for Educational Progress (ISTEP) passage rate. The inverse correlation that exists between free and reduced lunch rates and passage rates on standardized tests is made apparent when examining the relevant data as it pertains to CMS. CMS has a total free and reduced population of 26.7%.

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.

STATEMENT OF MISSION AND BELIEFS

The leadership team at Chesterton Middle School believes that 1) all students can learn a prescribed set of skills, 2) the desire to learn should be a lifelong venture, and 3) a school's educational program should have a net positive impact on the school-community. Based on these beliefs, the administrators, faculty and staff have created the following Mission Statement:

"Chesterton Middle School is dedicated to quality education and committed to developing lifelong learners who demonstrate responsibility, contribute to their community, and succeed in a changing world."

Our school embodies our purpose by offering a diverse selection of courses for a variety of student interests and ability levels. In addition, we offer numerous extracurricular activities and clubs that further develop lifelong learners. Finally, our expectations for students are reinforced through the implementation of our Student Achievement Plan that includes Project Effort and Project Success.

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.

NOTABLE ACHIEVEMENTS

Chesterton Middle School offers a diverse selection of courses for a variety of interests, and offers an array of support services for students with special needs. Courses are also offered to accommodate a variety of student ability levels including Gifted and Talented and High Ability courses. ISTEP Remediation, Response to Intervention (Rtl), Study Island, and small group pullout services are available to students in need of more individualized support. English/Math based Rtl is utilized each day for forty-five minutes, and is available for all students. In addition, for students who require substantially more individualized assistance, CMS also teams with the high school to offer a Bridges course for transitioning into the rigors of high school academic requirements.

Our school will add classroom sets of Chrome Books for student use starting this year. CMS has extracurricular opportunities to meet the unique learning needs of students. Project Effort and Project Success are ongoing and help ensure that we provide students with the necessary accountability and assistance to support academic success. We offer a wide variety of extracurricular activities and clubs that provide equity for all students in the development of learning, thinking and life skills. Examples of these include: Makers Club, Book Club, Science Olympiad, Performance Clubs, Robotics Club, Fish Club, Book Battle, STEM Club, History Club, Chess Club and Students Helping Others (SHO).

CMS also maintains a common grading policy: Summative = 50%, Projects/Quizzes = 30%, and Homework/Classwork = 20%. In addition, our teachers are utilizing standards to create common assessments, and summative reflection forms have helped to ensure consistent grading and reporting procedures. Summative Assessment Reflection data from our common assessments, and results from NWEA testing are also analyzed to improve instruction throughout the year. Finally, our school's Student Achievement Plan has helped to maintain a low number of failing grades as measured by our quarterly F Reports.

AREAS OF IMPROVEMENT

Despite Chesterton Middle School's strengths, data indicates that scores in specific skill areas, and particular subgroup categories have shown reason for concern. Data reveals that CMS's special education population fails to meet minimum State passing scores; for total population 8th grade math and ELA scores improved, but Special Ed scores dropped. It is noteworthy that, as part of the Porter County Educational Cooperative, CMS absorbs special education students who do not actually reside within the district. This artificially inflates CMS's special education population, thereby, negatively impacting the school's overall performance. In addition, direct instruction classes have been eliminated. Special Ed students have been moved into team taught classes or general education classes in English and math. The drop in scores correlates to the change in structure. Regardless, the lack of improvement within this subgroup must be addressed. The other subgroup concern would be the performance of our increasing SES population; these scores also dropped, but for 8th grade only. The seventh grade SES scores saw a very slight increase. We need continue to evaluate the effectiveness of the services that we provide to our SES students in order to better meet their needs in the future.

Feedback from our Duneland Community Surveys identified additional areas of concern, and offers potential explanations as to why certain scores have declined. CMS faculty feedback suggested that student Problem-Solving and Reading Comprehension skills currently fall below SY 2017-2018

classroom expectations. Staff surveys also indicated a need for CMS to provide training to ensure that all staff members are prepared to evaluate, interpret and use data. Parent feedback indicated a need for our school's leaders to engage more effectively with all stakeholders regarding our school's purpose and direction.

In addition, the most recent test data reveals that specific areas and subgroup categories need to become the focus of school improvement. This does not mean an abandonment of the current approach, but rather specific revisions must be made to the current plan. In particular, a vertical review of the data indicates that Genres, Writing Process, Research Process skills must become a focus within the Language Arts domain of the school improvement plan. Geometry and Measurement/Mathematical Process skills will require a similar focused approach within the Mathematics domain. Furthermore, a horizontal review of the data indicates that increased human and financial resource allocation must be devoted to the free/reduced lunch, and special education populations. Utilizing a more focused approach concerning these specific skill areas and subgroups of concern will provide the necessary tools to help these students succeed.

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, Chesterton Middle 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. AdvancEd surveys were conducted during the 2014-2015 school year. 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 from families, staff, and students.

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.

We engage a variety of stakeholders in the development of our improvement plan by asking for parent volunteers during registration to serve on our School Improvement Committee [SIC], in addition to having teacher and administrator representation on the committee as well. Teachers serving on the SIC as well as the School Improvement Team [SIT] are representatives from each department, including Guidance. Finally, meetings alternate scheduling during the morning before school or in the afternoon at the end of the school day in order to accommodate member's schedules.

Members serve on subcommittees to distribute the work that needs to be completed each year. Subcommittees include Professional Development, Data, and Community Relations. These committees do the bulk of the work that the SIC deems necessary.

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

Community input is gathered through AdvancEd surveys, and also through representation on our SIC. Students are also represented through the AdvancEd surveys. Our School Improvement Team has developed subcommittees in order to more specifically focus on areas of improvement. We currently have a Professional Development Subcommittee, a Data Subcommittee, and a School Community Relations Subcommittee. In addition to representation on the SIT, teachers are also participants through AdvancEd surveys, department meetings, professional development workshops, and staff surveys.

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

Our school improvement plan is communicated to all stakeholders through various channels, such as e-mail, Canvas, and the CMS webpage. Our SIT and SIC meetings will continuously assess and evaluate any necessary improvements that need to be made in our plan. We have data walls in our main, high traffic areas for stakeholders to monitor our progress. The entire plan is made available on our school's website, and teachers will continuously discuss our school's progress in department meetings, professional development workshops and through surveys.

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: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •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 	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 4

Indiana School Improvement Plan

Chesterton Middle 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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•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	Level 4

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.

Our staff is committed to student success as evidenced by our documentation and decision making. By utilizing data collected from NWEA, PSAT, Common Assessments, Pre and Post-test results, and Summative Assessment Reflection Forms to guide instruction, we promote student success. The staff has the tools needed to support student success, and the administration creates a positive environment of accountability. The staff utilizes Project Effort and Project Success to support student learning.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

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"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indiana School Improvement Plan

Chesterton Middle School

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"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	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"> •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 •Professional development on early release days is determined by the school's purpose and direction. 	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"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •The school holds orientation for incoming students and parents. 	Level 3

Indiana School Improvement Plan

Chesterton Middle School

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">•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•Job specific criteria•Representative supervision and evaluation reports	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.

Our district's school board operates responsibly and functions effectively through well-established policies and practices. They allow our administration to have the autonomy to promote student success.

Our school's leadership and staff create a culture consistent with the idea of promoting student success. We work to effectively engage stakeholders in support of our school's purpose and direction. Through the RISE evaluation process we are able to improve our professional practices to work towards achieving our school goals.

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: 3.5

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"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course descriptions 	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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure 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"> •Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Pre and Post-test data, Implementation of scheduled strategy instruction 	Level 4

Indiana School Improvement Plan

Chesterton Middle School

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"> •Teacher evaluation criteria •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 •We have teachers who do use technology as an instructional resource, but not all teachers are integrating technology. This continues to be an area of focus as we transition to 1:1. Teachers also utilize Project Effort and give retakes through Project Success to ensure achievement of learning expectations. 	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"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •We currently analyze our data to guide necessary instructional improvements. 	Level 4

Indiana School Improvement Plan

Chesterton Middle 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"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	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 systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> •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 	Level 4

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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 4

Indiana School Improvement Plan

Chesterton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	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.	<ul style="list-style-type: none"> •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 •Canvas Skyward •Music performances •Veteran's Day Ceremony for Community •Athletic events •Awards night •Conferences •Volunteer speakers 	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain 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"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Morning supervision offers daily time to form connections with all first period students (20 min.) 	Level 3

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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 4

Indiana School Improvement Plan

Chesterton Middle School

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.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning	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.	<ul style="list-style-type: none">•Survey results•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	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.

The curriculum, instruction, and assessment at Chesterton Middle School are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Through reflective practices teachers are able to differentiate instruction to better meet the needs of their students. We have incorporated reflection forms that can be used formatively to better prepare students for summative assessments, and used with summative assessments to compile trend data. Teachers are engaging their students in learning through instructional strategies that ensure achievement of learning expectations. An area of improvement would be the full integration of technology throughout the learning process. With that said, teachers are moving towards integrating technology as instructional resources and learning tools on a day to day basis. Opportunities exist in Duneland to receive professional development for NWEA, Twitter, Pinterest, Canvas, Remind, and Google platform to achieve this goal.

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: 3.14

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"> •School budgets for the last three years •Assessments of staffing needs •Documentation of highly qualified staff 	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"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	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"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

Indiana School Improvement Plan

Chesterton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Co-teaching between media center specialist and class room teachers utilizing media resources. Grant to purchase 3-D printers 	Level 4

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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Chrome books this year for classroom use in 4 core areas 	Level 3

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"> •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indiana School Improvement Plan

Chesterton Middle School

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">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	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.

Our highest indicator is 4.4: The school provides excellent media services with both a full time media specialist and a media assistant. Teachers schedule time to conduct lessons in the media center over a variety of topics including orientation, research, and movie-making.

Many of the sub-categories for this standard were marked 3's because our school does an excellent job of providing support to our students, but systems for documentation are not currently in place.

Our guidance department utilizes multiple assessments to identify our students' needs and guide their educational process at CMS. In order to accommodate a variety of student ability levels, our Gifted and Talented and High Ability courses, ISTEP Remediation, Response to Intervention (RtI), and small group pull-out services are all available to students in need of more individualized support. In terms of educational and career planning, the 8th grade classes are provided with a Reality Store experience, Drive of Your Life Program, assistance in the creation of their four year education plan, as well as referrals for a Bridges course for those needing additional assistance with the transition to high school demands. These opportunities help students in their lives beyond the middle school, and hopefully provide insight to help guide them in the future.

Category 4.2 states instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. After reviewing the school budget, calendar, and daily schedule, we find that CMS maximizes its resources. Our instructional time and materials meet our needs, and sometimes surpass them.

Section 4.5 states that technology infrastructure is modern, fully functional, and meets the teacher, learning, and operational needs of all stakeholders. Currently, nearly all classrooms have technology requests that have been met. Some of our present technology is outdated or does not work properly. However, the construction of the building presents challenges to updating our systems in a cost effective manner. The District has a plan outlined for the next few years. In addition, the infrastructure is being updated to improve the wireless service in the building. We are also moving towards implementing a 1:1 learning environment which will make replacement of outdated computer labs unnecessary.

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: 3.6

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.	<ul style="list-style-type: none"> •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 	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 all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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"> •Written protocols and procedures for data collection and analysis •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 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

Indiana School Improvement Plan

Chesterton Middle 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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth 	Level 4

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 4

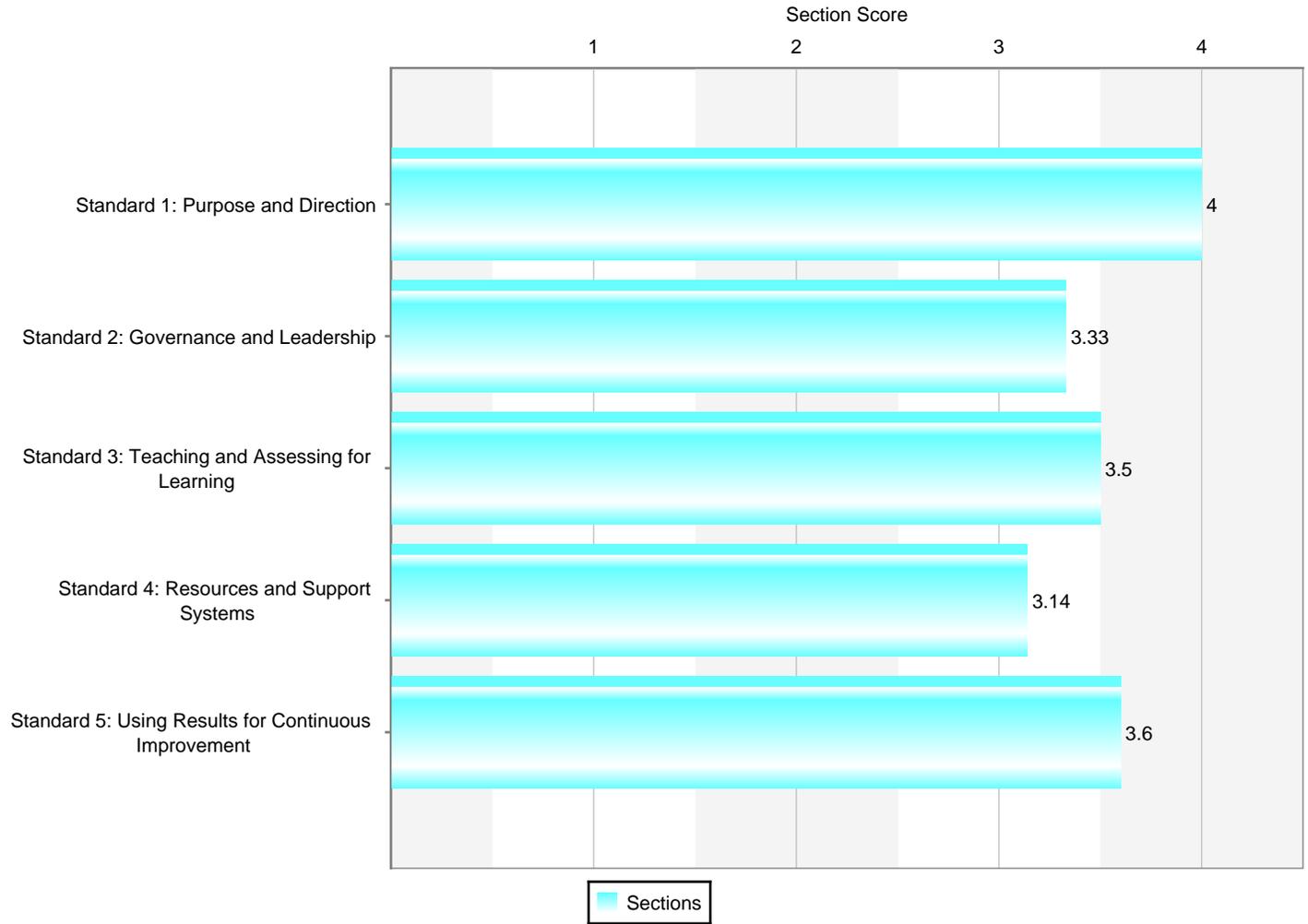
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Teachers and administrators at CMS are using ISTEP, NWEA, PSAT, Pre and Post-tests, and class room assessments to determine verifiable improvement in student learning and to drive instruction. In addition, data is utilized to identify students for the Bridges program to enhance the probability of success for our students at the high school level.

Based on our feedback from teacher surveys, we increased teacher training opportunities in the analysis of data. We have also implemented additional documentation of the use and effects of data driven instruction.

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		CMS Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Our 7th and 8th grade general education students, paid lunch students, white students, and female students continue to achieve above expected levels of performance.

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

Our 7th and 8th grade general education students, paid lunch students, white students, and female students show a positive trend in performance.

Which area(s) indicate the overall highest performance?

The highest gains were made by females. 8th grade females showed an improvement of 4% in English and 5% in math. 7th grade females showed a 5% increase in math.

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

Female 8th grade students increased performance in English and math. Female 7th grade students showed increased performance in math.

Between which subgroups is the achievement gap closing?

Males in 7th grade English are closing the achievement gap. Also, in 7th and 8th grade English and math, multiracial students are making gains in achievement.

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

The improvement in the total pass rate for English corresponds to improvement in reading comprehension as demonstrated by our pre and post-test results. The increase in the total pass rate for math only occurred in 7th grade and our pre and post-test results for problem-solving showed more modest gains than in English.

Areas in Need of Improvement

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

In 7th and 8th grades English, Writing: Genres, Writing Process, Research Process are below the expected level of performance. In 7th and 8th grades math, Geometry and Measurement and Mathematical Process are below the expected level of performance.

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

The areas with negative trends in performance for both 7th and 8th grades are Geometry and Measurement, Mathematical Process, and Writing: Genres, Writing Process, Research Process.

Which area(s) indicate the overall lowest performance?

The areas with the lowest overall performance for both 7th and 8th grades are Geometry and Measurement, Mathematical Process, and Writing: Genres, Writing Process, Research Process.

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

Free/reduced lunch subgroup shows a trend toward decreasing performance in 8th grade English and math and 7th grade math. For Special Ed both grades show a trend toward decreasing performance in English and math.

Between which subgroups is the achievement gap becoming greater?

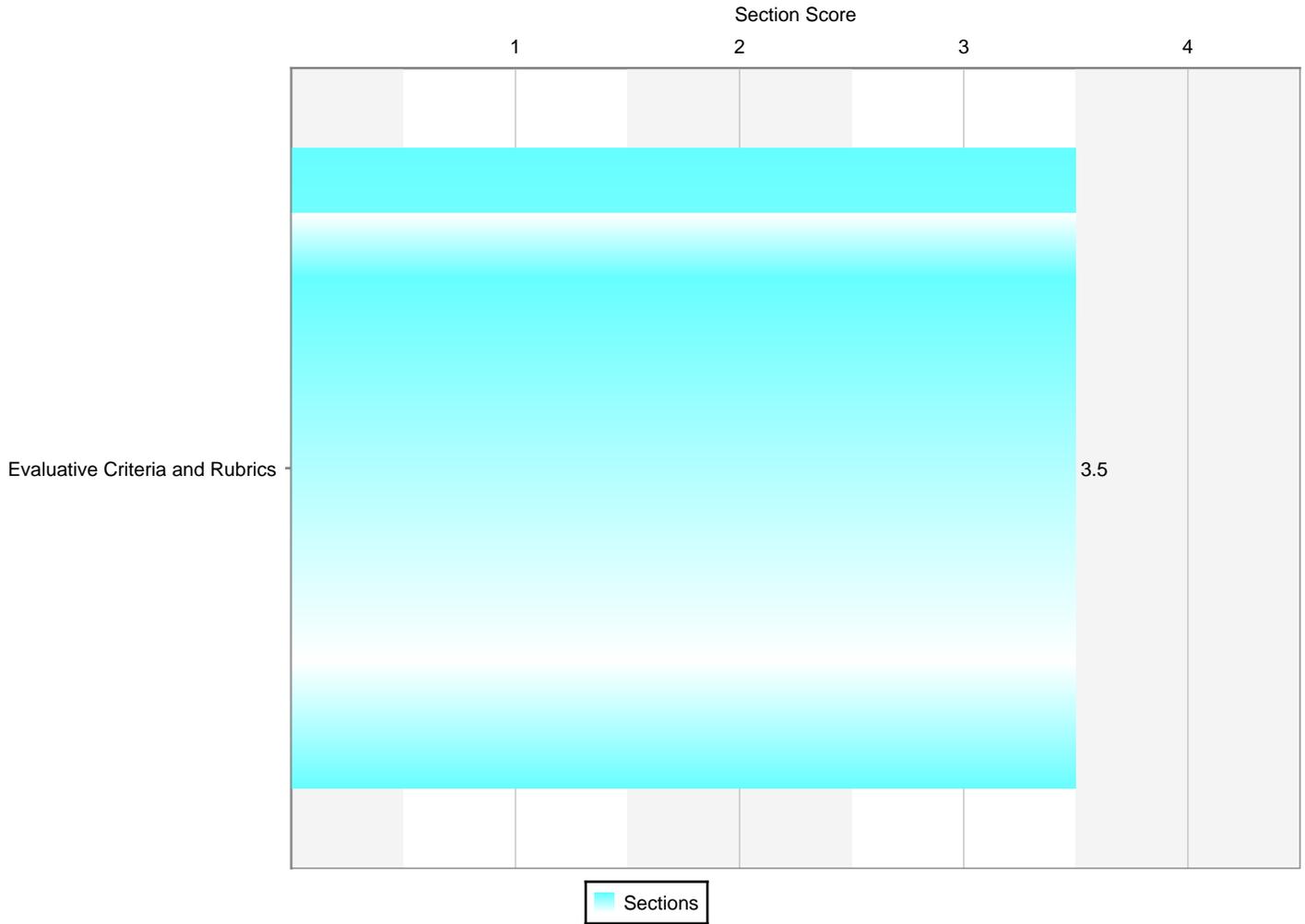
The achievement gap has become greater between paid and free/reduced lunch subgroup in 8th grade and between regular ed and special ed. 7th grade males dropped 2% in math.

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

NWEA results support our findings in math with Geometry and Measurement being the lowest category tested. In English, however, we see that there is a difference between 7th and 8th grade findings. In 7th grade English Writing and Grammar have the lowest scores. In 8th grade English, Literature and Non-fiction are the lowest categories.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

Areas of Notable Achievement

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

Stakeholders show the highest level of approval of the variety of programs CMS offers to students and families.

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

Stakeholders show a trend of increasing approval of communication.

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

Professional development surveys are consistent with stakeholder approval of a variety of options for our students.

Areas in Need of Improvement

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

Our lowest level of satisfaction is the dress code policy that is currently in place.

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

Our high ability selection process is showing a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

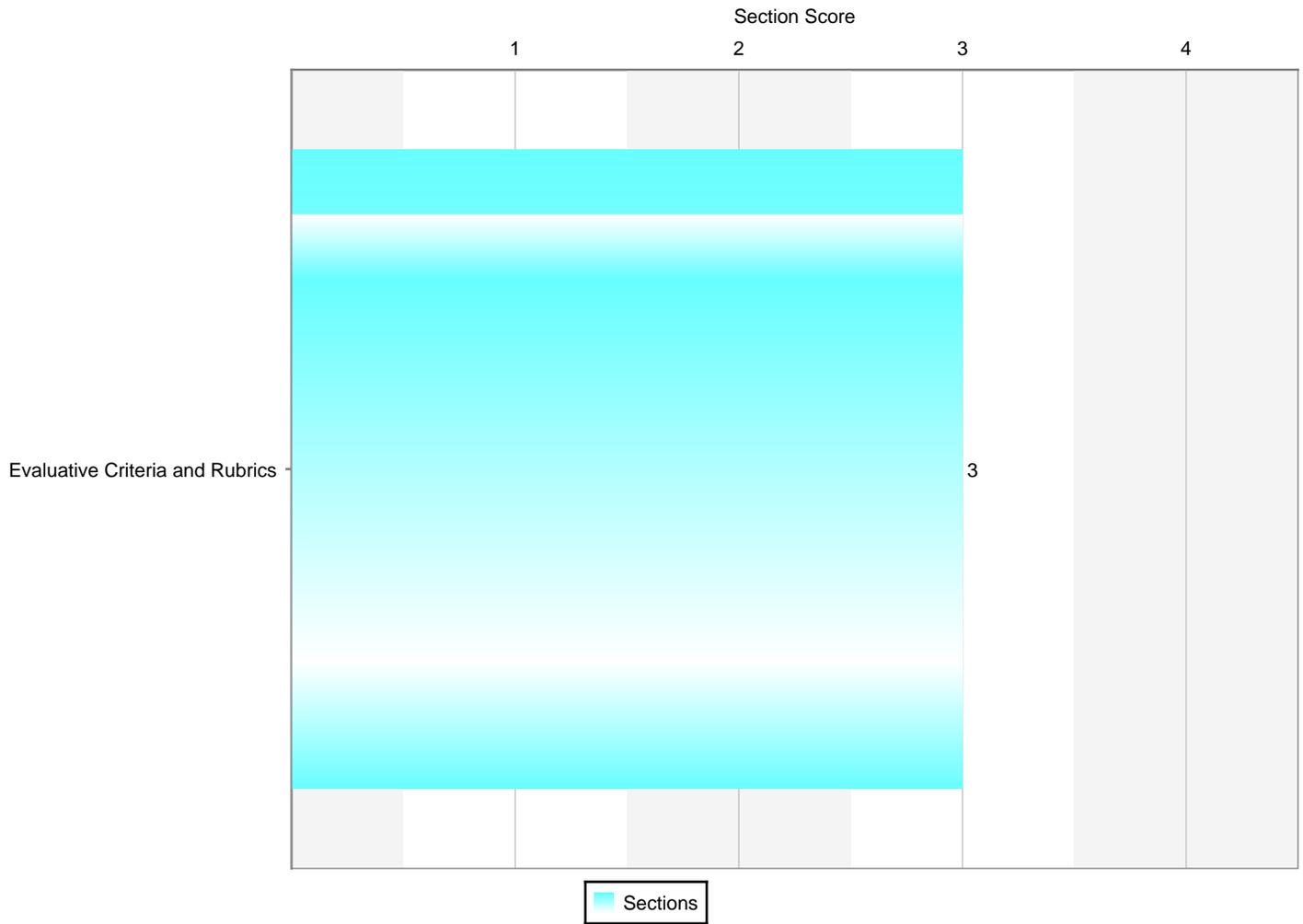
We receive an increasing number of appeals from parents regarding placement in high ability classes.

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

Stakeholders would like more communication from administration.

Report Summary

Scores By Section



Goals and Plans 2017-2018

Overview

Plan Name

Goals and Plans 2017-2018

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	Goals and Plans 2017-2018	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
2	Goals and Plans 2017-2018.2	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200

Goal 1: Goals and Plans 2017-2018

Measurable Objective 1:

A 2% increase of All Students will increase student growth in reading comprehension in English Language Arts by 05/31/2018 as measured by ISTEP results.

Strategy 1:

Close Reading Strategy - Students will annotate reading passages across the curriculum at 4 or more points during the year.

Research Cited: Patricia Kain, for the Writing Center at Harvard University

Evidence of success: Reading comprehension pre and post test.

Activity - Close Reading Annotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide reading and annotation assignments 4 or more times across the curriculum.	Academic Support Program	08/14/2017	05/31/2018	\$200	District Funding	School Improvement Committee as well as certified teaching staff.

Goal 2: Goals and Plans 2017-2018.2

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/31/2018 as measured by ISTEP results.

Strategy 1:

Problem Solving - Students will apply the IDEAS model across the curriculum 4 or more times per year.

Research Cited:

http://vcell.ndsu.nodak.edu/~ganesh/seminar/2003_Foshay_PLATO%20Learning%20Inc._Tech%20Paper%20%234_Principles%20for%20Teaching%20Problem-Solving.pdf

Evidence of success: ISTEP, NWEA, and common assessment

Activity - Problem Solving Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide problem solving exercises 4 or more times per year across the curriculum.	Academic Support Program	08/14/2017	05/31/2018	\$200	District Funding	School Improvement Committee as well as certified staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Practice	Teachers will provide problem solving exercises 4 or more times per year across the curriculum.	Academic Support Program	08/14/2017	05/31/2018	\$200	School Improvement Committee as well as certified staff.
Close Reading Annotation	Teachers will provide reading and annotation assignments 4 or more times across the curriculum.	Academic Support Program	08/14/2017	05/31/2018	\$200	School Improvement Committee as well as certified teaching staff.
Total					\$400	

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.