Indiana School Improvement Plan

Tri-Central Elementary

Tri-Central Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

At Tri-Central Elementary we are a "tight-knit" family. Our school has a very warm and inviting climate. Our staff is caring and considerate of the needs of all students. We strive for a student-centered approach to lifelong learning. Tri-Central Elementary prides itself in "treating people right and doing the right thing." This is a school-wide motto that is reinforced on a daily basis. Academic excellence is at the forefront of our daily curriculum.

Tri-Central Elementary School is located in Liberty Township on the north side of Tipton County. The corporation consists of three townships, Prairie, Liberty and Wildcat. The corporation encompasses 109 square miles. It is one of two school corporations in the county. The major towns in the school district are Sharpsville and Windfall. The major highways that run through the township are St. Road 19 and U.S. 31.

Tri-Central Elementary is the only elementary in the Tri-Central Community School Corporation. It serves students Pre-Kindergarten through grade five. The students then go to Tri-Central Middle School for grades 6-8 and Tri-Central High School for grades 9-12. These schools are within the same building structure. The enrollment for Tri-Central Elementary Pre-K--5 this school year is 342 (September 9, 2016 count). 85% percent of the students are Caucasian. 5.4 % percent are multi-cultural. 1.3% are Asian. 8.3% are Hispanic. ELL population is currently at 5.1%. Special Education is 16.9% of our population. We have seen an increase in the number of special education students. The average student/teacher ratio is 21-1.

Our school corporation is comprised of families who work locally and in the neighboring towns and cities of Tipton, Kokomo, Lafayette, Peru, Logansport, Anderson, Noblesville, and Indianapolis. While the community is considered rural, only a small percent of families have farming as their only income. Approximately forty-six percent of the students qualify for government assisted lunch/textbook programs. Tri-Central Elementary services students from housing developments, apartments, small towns, and rural housing. Tri-Central has had a decline in enrollment. It is expected that Tri-Central will show a decline in enrollment in the coming years. Administration hopes to continue receiving transfer tuition students to help fill this void. One unique challenge facing Tri-Central is our lack of housing developments. The district has very few rental properties that are available for potential families moving into the district.

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.

The mission of Tri-Central Elementary is student-centered. Our student vision is "Succeed, Achieve, and Believe" in themselves and their education. The ultimate charge is to prepare students to be responsible individuals who are productive members of society. Our school district mission statement is to Challenge, Inspire, Educate. Our elementary focus is on LIfelines through character education and CLASS. Students
learn to "treat people right and do the right thing."

Tri-Central Elementary offers a Title One pre-school program. Kindergarten is full day. All students are actively engaged in Accelerated Reading program. We utilize a school-wide remediation and enrichment time for all grade levels on a daily basis. We call this program REEL Time.   We provide specials for all students that include music, physical education, art, library, and technology. Student council
is available for students in grades 4 and 5. Athletics are also made available to 5th grade students. DARE is a community based program that is offered to all 5th grade students. Students in 4th and 5th grade have an opportunity to participate in a robotics club that was just started for the 16-17 school year.

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.

In the last three years Tri-Central Elementary has taken action to make significant changes. This includes a physical make over of the building including new carpet, paint, and upgrades in technology. Over the course of the summer the elementary playground has been given some extensive upgrades including all new mulch and landscape timbers. We are also going to be adding a new game called a "ga-ga pit." Additional basketball goals have also been added to the playground.

Teachers have received extensive professional development. One area of professional development has been in curriculum mapping. Teachers have started the process of mapping ELA and math. Our goal is to have the majority of this completed by the end of the school year. We are also continuing to use CLASS as a professional development model for our school. Tri-Central Schools will be using a modified RISE teacher evaluation system starting with the 16-17 school year. Teachers are implementing best practices in the area of lesson planning, curriculum development, and I CAN statements. Improvement continues to be made in data analysis, differentiated instruction, and teaching strategies.

Tri-Central Elementary has also made improvements in technology including new student labs, student computers, and wireless access throughout the building. Our school is currently implementing a 1:1 initiative for student technology devices.

Fourth and fifth-grade students have the opportunity to participate in our WTCE Newscast that is broadcast school-wide each morning. The newscast is filmed in the "green room" to help enhance the overall presentation of announcements.

Technology improvements have also included the use of social media to help promote daily communication with stakeholders. The school has also recently updated the school website and teachers are currently working on classroom webpages. Administration and some teachers are also utilizing Twitter to help "brand" the school and communicate with stakeholders. TCE received an A-F letter grade of an "A." This is a significant improvement from the previous school years. It is our goal to maintain an "A" status for school accountability.

Our PTO was very instrumental in helping with school donations and also increasing our parental involvement at the school. Some significant fundraising events have included: fish fry, playground mulch, teacher allotments, trunk or treat, bingo night, muffins with moms, grandparent's day, etc.

Additional Information

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

By working together in a supportive, collaborative way with parents we can ensure that students will have a structured support system both at home and school. This includes consistently communicating with all stakeholders. We would love to see our parents become more involved with our PTO and volunteering for the betterment of our children.

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 SIP was developed by the school leadership team which consists of three elementary teachers and the building principal. The leadership team met during the school day and we worked collaboratively with fidelity to meet the requirements of the SIP.   We also invited the school staff to provide feedback and input into the SIP for the upcoming school year.

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

Stakeholders included parents, teachers, students, and administration for the overall development of the SIP. Responsibilities included data gathering, obtaining feedback from stakeholders, identifying trends, and school improvement goals. Multiple collaborative meetings have also taken place throughout the year to help encourage continuous improvement.

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

The final SIP will be emailed to all staff. The SIP will also be placed on the school website for public information. The school will notify parents by email that the SIP is available to view 24/7 on the website at www.tccs.k12.in.us A hard copy of the plan will also be available for viewing upon request at the elementary office. Questions may be directed to the school.

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: 3.67

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 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.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	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.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

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.	•Survey results •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 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 purpose statement is clearly focused on student success. We have a culture that is supportive and collaborative to ensure academic success for student learning. School leaders implement continuous school improvement opportunities.

We are currently providing ongoing professional development through CLASS and PD focusing on curriculum mapping. One area of concern from previous years was that some of our instructional assistants were not receiving PD. We made this change and gave them similar opportunities as we gave the teachers to provide consistency in instruction.

Mapping was identified as a need to help provide clear directions for long range planning. Mapping will also enable us to be more consistent from grade level to grade level eliminating learning gaps.

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.	•Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks	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.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	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.

Policies and practices support the school's purpose and direction, as well as, promote effective instruction and assessment that challenge the students. The governing body protects and supports the autonomy of school leadership to accomplish school improvement goals. There is a sense of community. All students are held to high standards. We feel that we have shown improvement in providing professional growth for all staff. One area of concern continues to be our parent involvement.

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.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques •REEL Time (Remediation, enrichment time for 30 minutes at the start of the school day) Standards based instruction.	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.	•A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Lesson plans aligned to the curriculum •We are in the process of mapping out our curriculum for ELA/math.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •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 •Surveys results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •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 use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff	Level 2

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.	•Survey results •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 •Parents are always welcome to volunteer and participate at school pending they receive a background check and approval.	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. 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.	•Survey results •Curriculum and activities of formal adult advocate structure •Since we are a small school our teachers and counselor serve as an advocate for all of our students.	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.	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.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •PD provided at school and off-campus.	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.	•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.

Our school and staff have equivalent learning expectations. Teachers personalize instruction strategies and interventions to address individual learning needs of students. School leaders constantly monitor instructional practices through supervision and evaluation. Staff is aware that collaboration helps improve results in instructional practice and student performance. Exemplars are often provided and multiple measures of assessment are used. Common grading procedures and reporting policies are followed by all.

We can improve upon monitoring and adjusting curriculum and instruction, to ensure vertical and horizontal alignment. More consistent feedback could be implemented to provide students with information regarding their own learning.

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: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Records of depreciation of equipment •Survey results •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 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Technology coaches are available to assist student and staff needs.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of 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.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use	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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Counselor provides additional family services as needed.	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.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •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.

Qualified personnel and support staff are available to meet the school's purpose, direction, and educational program. School leaders use a systematic process to determine the number of personnel necessary to support the school. Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Continuous improvement of instruction and operation include achieving the school's purpose. School leaders have a clear definition of maintaining cleanliness, safety, and a healthy environment. Improvement is still needed in the technology infrastructure.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •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 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Teachers continue to make decisions regarding data interpretation.	Level 1

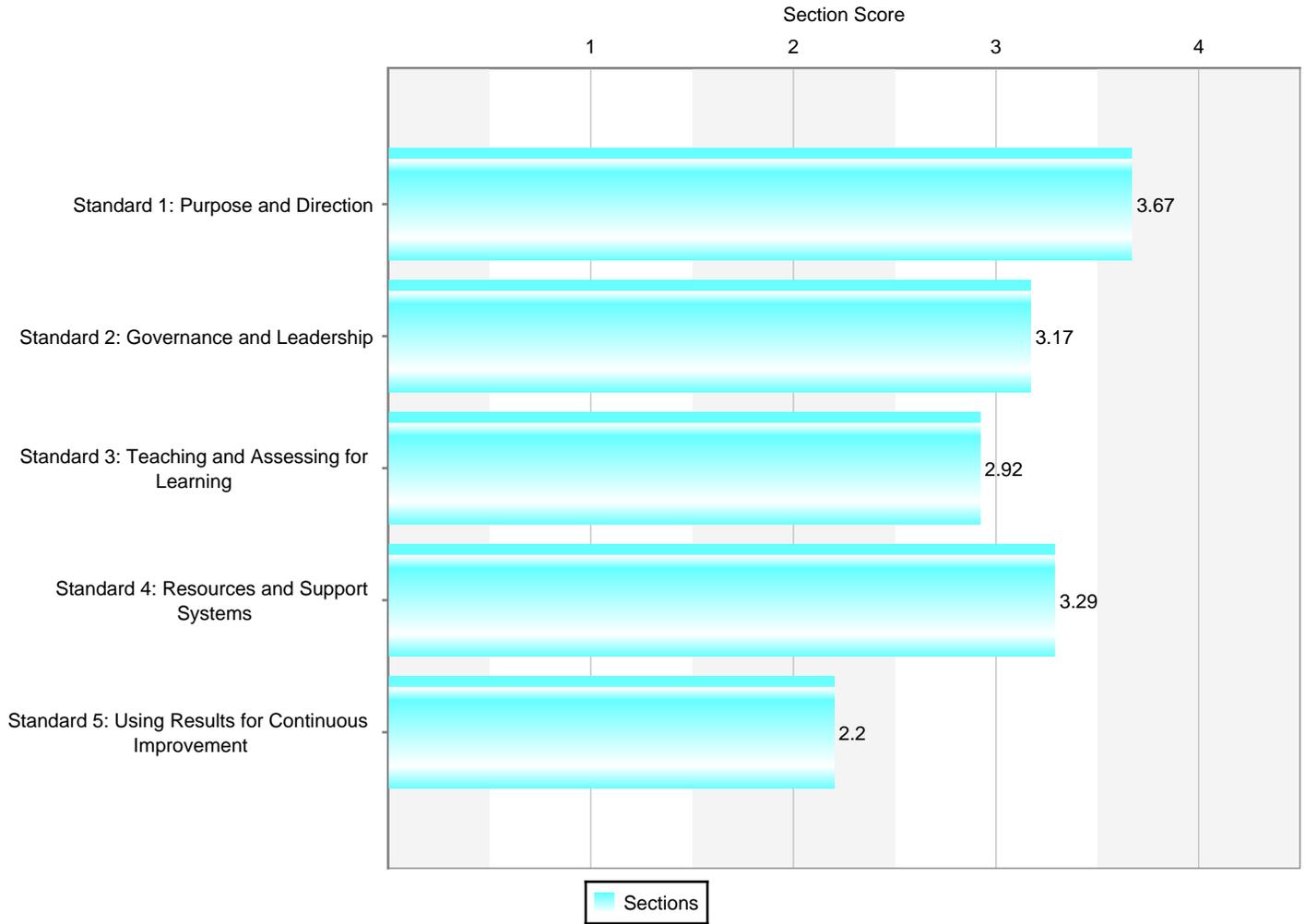| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	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.

School personnel maintain an assessment system that produces data from multiple measures in all grade levels. These systems ensure consistent measurement across classrooms and grade levels. They are reliable and bias free. School staff use the data to design, implement, and drive instruction. They analyze the data to improve student learning.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3.67

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 2.92

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 2.2

Sections

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Compared to last year's ISTEP scores the following are all areas we showed improvement in:

Pass + in ELA and Math

SPED in both ELA and Math

SES in ELA and Math

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

Our most recent ISTEP scores show a positive increase in the following subgroups:

Pass + ELA/Math

SPED ELA/Math

SES ELA/Math

General Education-ELA

Which area(s) indicate the overall highest performance?

Special Education

2013: 77% L.A. 89% math

2014: 22% L.A. 40% math

2015: 24% L.A. 29% math

2016: 44% L.A. 58% math

General Education

2013: 73% L.A. 83% math

2014: 76% L.A. 81% math

2015: 72% L.A. 83% math

2016: 78% L.A. 77% math

Free and Reduced

2013: 57% L.A. 81% math

2014: 56% L.A. 62% math

2015: 53% L.A. 66% math

2016: 67% L.A. 65% math

ELL

2013:

2014: 72% L.A. 78% math

2015: 29% L.A. 29% math

2016: 50% L.A. 67% math

Pass Plus

2013: 6% L.A. 21% math

2014: 10% L.A. 17% math

2015: 25% L.A. 19% math

2016: 27% L.A. 32% math

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

Pass + is a subgroup that is increasing performance. Free and reduced and SPED have also shown increases in performance.

Between which subgroups is the achievement gap closing?

General education

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

We have looked at other data sources including NWEA, Star reading and math, and common formative assessments.

Areas in Need of Improvement

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

General education in math had a slight decrease as well as our EL population.

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

In the area of math we will continue to focus on computation and problem solving. Data also indicates that we need to focus on writing conventions.

Which area(s) indicate the overall lowest performance?

EL
General education math

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

EL
general education math

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

EL

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

Other data sources including NWEA, STAR reading and math, and local formative assessments are consistent with these findings.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 2.75

Sections
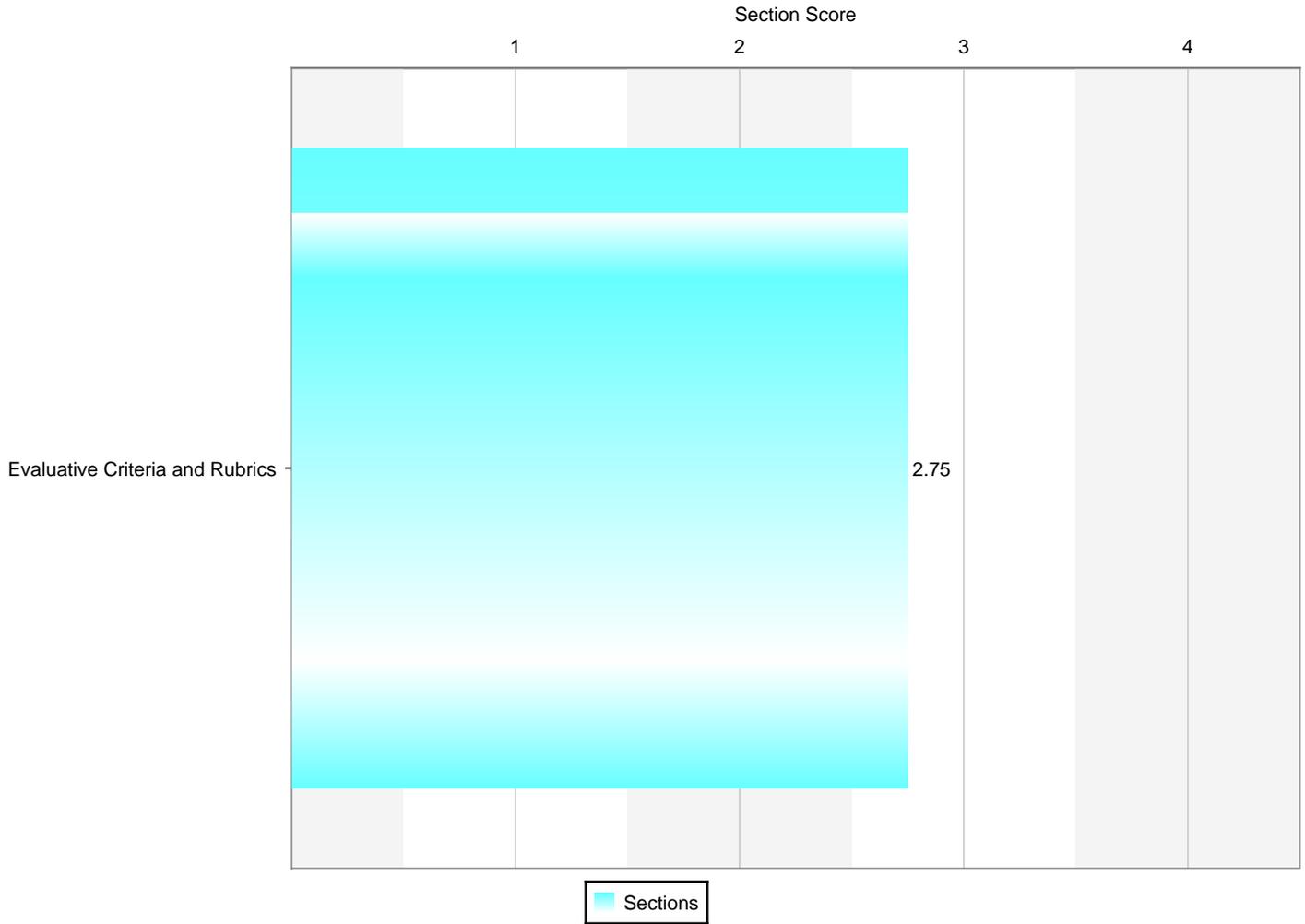
Tri-Central Elementary 2017-18 action plan

Overview

Plan Name

Tri-Central Elementary 2017-18 action plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Modified RISE	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Curriculm mapping	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$15000
3	K-2 achievement	Objectives: 1 Strategies: 1 Activities: 1	Academic	$5000
4	Improvement on Indiana ISTEP tests	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Modified RISE

Measurable Objective 1:
demonstrate a proficiency with consistency in best practices and instructional strategies.   by 05/19/2017 as measured by posting learning objectives, classroom walk-throughs, agendas, and lesson planning. .

Strategy 1:
Teacher Evaluation - Activity #1: Implement lesson planning with a common format to gauge effective implementation of the common curriculum maps per grade level.

Activity #2: Conduct classroom walk-throughs with feedback to teachers to assist teachers to improve best practices for classroom instruction.

Activity #3: Reinforce the Lifelines for lessons to enhance the climate and culture in the school.

Research Cited: www.riseindiana.org

Evidence of success: We will use the Standards for Success teacher evaluation tool to gather evidence for teacher evaluation.

Activity - Teacher evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers are evaluated multiple times through the school year by administration.	Professional Learning	08/04/2016	05/29/2017	$0	No Funding Required	Administration will complete all teacher evaluations.

Goal 2: Curriculm mapping

Measurable Objective 1:
collaborate to create curriculum maps for ELA.   by 05/19/2017 as measured by completion of the ELA maps.

Strategy 1:
mapping - the mapping will vertically and horizontally align the standards for all grade levels.

Research Cited: Ainsworth, Larry. Rigorous Curriculum Design. 2010. The Leadership and Learning Center, Houghton Miflin.

Evidence of success: classroom observations and lesson planning and walk throughs

Activity - mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Map curriculum and implement it to bring consistency among grade level classrooms.	Professional Learning, Policy and Process, Academic Support Program, Direct Instruction	06/13/2016	05/19/2017	$15000	Title I School Improvement (ISI)	All general education classroom teachers and administration.

Goal 3: K-2 achievement

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will increase student growth by improving their RIT score on NWEA.   in English Language Arts by 05/19/2017 as measured by beginning, middle, and end of the year. .

Strategy 1:

NWEA - Below benchmark students will be identified during teacher monthly data collaboration meetings.

Research Cited: NWEA

Evidence of success: growth from beginning of the year to end of the year determined by RIT scores

Activity - NWEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA testing	Technology, Academic Support Program, Direct Instruction	08/04/2016	05/19/2017	$5000	Other	general education teachers and support staff.

Goal 4: Improvement on Indiana ISTEP tests

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade English Learners students will demonstrate student proficiency (pass rate) In ELA as measured by ISTEP in English Language Arts by 05/26/2017 as measured by overall percent increase of EL subgroup in LA.

Strategy 1:

WIDA Can Do Descriptors - Implement the WIDA Can Do Descriptors with fidelity for all ELL students.

Research Cited: WIDA

Evidence of success: NWEA, Star reading and math, and local assessments

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wabash Valley Educational Service Center WIDA training	Professional Learning	10/05/2016	10/05/2016	$0	Title III	Two general education teachers in the elementary along with the ELL instructional assistant attended this meeting. The ELL administrator also attended this meeting.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Wabash Valley Educational Service Center WIDA training	Professional Learning	10/05/2016	10/05/2016	$0	Two general education teachers in the elementary along with the ELL instructional assistant attended this meeting. The ELL administrator also attended this meeting.
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher evaluation	teachers are evaluated multiple times through the school year by administration.	Professional Learning	08/04/2016	05/29/2017	$0	Administration will complete all teacher evaluations.
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

NWEA	NWEA testing	Technology, Academic Support Program, Direct Instruction	08/04/2016	05/19/2017	$5000	general education teachers and support staff.
				Total	$5000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
mapping	Map curriculum and implement it to bring consistency among grade level classrooms.	Professional Learning, Policy and Process, Academic Support Program, Direct Instruction	06/13/2016	05/19/2017	$15000	All general education classroom teachers and administration.
				Total	$15000	

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.