Charlestown Middle School (0863)

Greater Clark County Schools
BRIDGING EXCELLENCE & OPPORTUNITIES

PL 221 PLAN

2016-2019 SCHOOL YEAR

Submitted: Fall 2016

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Executive Summary

<u>School and Community Description</u>

School Information

Charlestown Middle School is located within the city limits of Charlestown, Indiana. Of the four middle schools and 2,430 students enrolled in grades six through eight in Greater Clark, Charlestown Middle School serves approximately 516 students. Located within the Charlestown Township attendance district are Jonathan Jennings Elementary School, Pleasant Ridge Elementary School, Charlestown Middle School, and Charlestown High School. All of these schools are located in Charlestown. The attendance district includes the city of Charlestown, Charlestown Township, Oregon Township, and a portion of Utica Township. Charlestown Middle School has thirty-eight certified staff members and twenty-four non-certified staff members. Mrs. Karen Wesely serves as principal, and Dr. Jeremy Shireman serves as assistant principal.

About the Charlestown Community

Charlestown is located in Clark County, Indiana on State Highways 3, 62, and 403. It is thirteen miles northeast of Jeffersonville, the county seat, and fifteen miles northeast of Louisville, Kentucky. According to the 2000 Census, Charlestown Township population was 12,045. This increased to 13,450 by 2010. According to the 2010 census data, the City of Charlestown population is 7,585. This shows a growth of 26.6% since the 2000 Census. 55.6% of the students at Charlestown Middle School receive free or reduced lunch. A great percentage of these students live in non-nuclear households. The median household income for Charlestown City residents is $38,750, which is below the state average of $47,697.22.1% of Charlestown residents fall below the poverty level compared to 13.5% statewide.

There are several economically depressed areas within the attendance district of Charlestown Middle School. Some areas include substandard housing. Twenty-six percent of all householders in Charlestown Township are renters. The median rent is $622 per month. The median value of owner-occupied housing units between 2006-2010 was $109,600 compared with $123,000 in the state of Indiana.

Employment opportunities within the immediate Charlestown area are increasing with the growth of the Charlestown Industrial Park and the River Ridge Commerce Area. The redevelopment of these industrial areas is beginning to reverse the economic decline Charlestown has experienced since the closings of the Marble Hill Nuclear Power Plant and the Army Ammunition Plant.

The opening of the I-265 extension in 1994 improved transportation to the Charlestown area. There is four-lane highway access to Jeffersonville, New Albany, and Louisville via State Road 62, I-265, and I-65. The development of an Ohio River bridge extending I-265 into Jefferson County, Kentucky is under construction. Upon the completion of this bridge, Charlestown will have the potential to be one of the fastest growing areas within metropolitan Louisville. Several forms of transportation serve Charlestown, including the CSX railroad, Louisville International Airport, Clark County Regional Airport, six barge lines, and several highways. Louisville International Airport provides Clark County Regional Airport reliever service for small aircraft only. Clark Maritime Center, an inland port on the Ohio River, is ten minutes from Charlestown and offers a complete transportation system. Also, access to and from Charlestown exists via Interstate Highways I-65, I-64, I-71, I-265, I-264, and State Highways 3, 403, 62, and 160.

Charlestown's location within the Metropolitan Louisville area provides access to several educational resources. Located within twenty-five miles of Charlestown are Indiana University Southeast, Hanover College, the University of Louisville, Webster College Graduate Center, Spalding University, Bellarmine University, Sullivan University, Jefferson Community College, IVY Tech State College, Prosser School ofTechnology, and Corden Porter Career Center. Unfortunately, the majority of Charlestown residents do not take advantage of these resources. The following list shows community education data from the 2010 Census.

Community Education

(Age 25 or Older)
Amount of Education
Less than 9th grade -4.7%
9th to 12th grade, no diploma-10.9%
High school graduate (GED)-39.1%
Some college credit-25.7%
Associate degree-7.4%
Bachelor's degree-7.8%
Graduate or professional degree-4.4%

A variety of recreational services are offered in Charlestown and the surrounding areas. These services are provided through public facilities and some local schools. Several local and state parks, including the Charlestown State Park and Charlestown Family Activity Center, provide additional recreational services. Access to museums, libraries, theaters, including the Stage One Children's Theater, ballet, and opera is available throughout the Metropolitan Louisville area.

Statistically, the community of Charlestown is considered economically disadvantaged. However, the infrastructure described here suggests the community has the potential to solve its economic problems and undergo substantial growth. The problems associated with this paradox, a disadvantaged community with the potential for progress, are reflected in the student population. These problems must be kept in mind as we plan for school improvement. We are optimistic about the socioeconomic growth of our community and the effects it will have on our schools.

Student Demographics
The student enrollment at Charlestown Middle School has fluctuated over the past seventeen years. Most students who transfer in or out of Charlestown Middle School, move to or from other parts of Indiana. Charlestown Middle School is becoming more ethnically diverse. During the current school year, 16.5% of the student population is classified as minority students. This group ethnicity is shown in the following percentages: 4.1% Black, 10% Hispanic, 2.5% Multiracial, 0.5% Asian, and 82.6% Caucasian. The special needs population has fluctuated during the past eight years. It averaged 14.5% prior to 1999-00 increased to 20% in 2004-05 and was 15.1% in 2012-2013. The special needs population is currently 15.0%.

Parent Participation

When	Parent Communication	Parent Participation
Weekly	• Newsletter with announcements and events of the week. • Social media posts with celebrations and announcements • Power School access for parents to see real-time information for class grades.	• Volunteer opportunities with Blessings in a Backpack and our PBIS reward system.
Monthly		• Parent Teacher Organization meetings, including data updates, and review/progress of our annual school improvement plan.
Mid-Quarter	• Parent communication for at-risk students • Mid-term reports available electronically	
Quarterly	• Parent communication for at-risk students • Report cards available electronically	
Yearly	• ISTEP Parent Account Information and Individual Score Reports Mailed • Student-Led Conferences to identify strengths, weaknesses, and goal setting.	• Open House Night (July) • Parent-Teacher Conference (November) • Family Trivia Night (Fall) • Girls' Night Out Family Event (Fall) • Guys' Night Out Family Event (Spring)
Ongoing	• Classroom emails and newsletters with important information and feedback to parents.	• Access to school software programs and online textbooks • Parent-teacher conferences are called on an as need basis for a variety of purposes.

Attendance

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 6	96.7%	95.7%	95.7%	96.2%	96.0%	95.7%	95.7%
Grade 7	96.2%	95.7%	95.5%	95.3%	95.2%	95.5%	95.3%
Grade 8	96.4%	95.3%	95.1%	95.2%	95.0%	95.6%	95.1%

Safe and Orderly Environment (PRIDE)

Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of Students without an Office Referral	48.9%	46.3%	66%	64%	74.9%
Number of Referrals	1908	1820	1021	710	853
Number of In-School Suspensions	455	243	323	264	328
Number of Out of School Suspensions	174	57	32	20	20

Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks. Additionally, Charlestown Middle School incorporates Read 180, Systems 44, NewsELA, and Readworks, and MathFactsPro on a consistent basis.

Cultural Competency Component

 Charlestown Middle School strives to create a culturally sensitive environment where all students can succeed. The Belief, Mission and Vision statements that our staff spent a great deal of time developing several years ago and recently revised, reflect that philosophy.

1. **School Climate** –Charlestown Middle School believes in providing a nurturing environment where students feel safe and respected, communication is valued, and partnerships exist among the school, family, and community to enhance learning.
2. **2. Learning and Teaching** – Charlestown Middle School believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills.
3. **3. Faculty and Staff** – Charlestown Middle School believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and grounded in shared decision-making. Our staff has had Cultural Proficiency training through our Positive Behavior Support and Interventions initiative.

 Charlestown Middle School is still trying to become more Culturally Aware. We are currently having discussions with PBIS (Equity Project for Indiana) and incorporating a School Wide Positive Behavior Support Model.

Our corporation's Cultural Responsive Team (CRT) will train our staff on the information listed below:

1)   What is Culturally Responsive Teaching? (This will be our main focus.)

2)   How does being culturally responsive relate to PLC's?

3)   We will review the school and district ISTEP data for different cultural groups.

4)   How can our school and teachers use the culture of our students to help shape instructional strategies and practices?

 Activities will be conducted as a whole group, partner share, and then share out to whole group. This training will be conducted each semester.

Curriculum and Instruction

   GCCS curriculum is aligned with the 2014 Indiana College and Career Readiness Standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff have been trained and are using pacing guides developed by the district which are aligned to the state curriculum guidance. Classroom teachers in grades 6-8 have: Language Arts, Math, Science, Social Studies pacing guides and common assessments
Curriculum development occurs in the following areas:
   English Language Arts
   Mathematics
   Science/Health
   Social Studies
   Library Media Skills
   Music
   Art
   Physical Education/Health
   Technology Education

   The intervention that will address critical areas will include:
   Level Literacy Intervention
   Read 180 and Systems 44

Highly Qualified Teaching Staff
        In February 2016, CMS conducted a Highly Qualified audit to ensure that all permanent members of our core content teaching staff is Highly Qualified. A file with the documentation is kept in the principal's office.
        The desirable student and staff culture at CMS aides in the ability to attract and retain highly qualified. Charlestown Middle School is a Model Site for Indiana Positive Behavior Supports, and Interventions. Our student culture allows teachers to focus on instruction. Our professional development system allows teachers the opportunity to collaborate, observe, and learn from one another.

Title I Funds

Title I funds are used to supplement general fund allocations.

ELA Reading/Writing:
Applied Performance Based Assessments – These ELA assessments focus on Indiana State and Common Core Standards providing students with exposure to open-ended response questions. Teachers score the applied assessments with Rubrics designed from State Assessments. The teacher created assessments are administered every two-three weeks then scored and analyzed by the teacher.

Writing: A district writing prompt is administered to 6-8 students at the end of each quarter and scored with the Indiana Writing and Conventions Rubrics. Each quarter a different writing genre is addressed.

STAR - Gr 6-8 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

Common Quarterly Assessments – Grades 6-8 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:
STAR - Gr 6-8 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Math screening will be progress monitored using STAR Math every two weeks.

Technology:
21st Century Skills - Grade 8 teachers administer and analyze technology skills results at the end of each school year.

Mission, Vision, and Beliefs

Vision

Charlestown Middle School is a place of respect, learning, and achievement.

Mission

The mission of Charlestown Middle School is to promote a school community that works together to establish comprehensive, 21st Century, educational programs which empower all students to become lifelong learners.

Belief Statements

We believe that Charlestown Middle School must:

- Provide a safe physical and emotional environment in which to learn.
- Cooperate with home and community to encourage positive character development.
- Appreciate all students as individuals to be treated according to their needs with respect, encouragement, and discipline.
- Meet all students where they are and develop potential individually.
- Promote a healthy self-esteem for students based upon realized ability, responsibility, and appropriate behavior.
- Challenge all students to meet their potential by pursuing their goals, interests and abilities with passion.
- Expose all students to other ideas and cultures, preparing them to function responsibly in a culturally diverse world.
- Provide opportunities for exploration of jobs in a variety of areas.
- Encourage all students to become independent learners and provide opportunities to explore marketable and employable skills.
- Educate our students academically, physically, intellectually, socially, and emotionally.
- Provide all available resources, including technology, to support a quality education.
- Prepare our students to be critical thinkers, problem-solvers, and good decision makers.

Leadership Team

Stephanie Chapman, English Language Arts

Amy Hasselbring, Academic Improvement Coordinator

Jerri Knight, Mathematics

Brooke Lannan, Special Needs Supervisor

Cheryl Martin, School Counselor

Jeremy Shireman, Assistant Principal

Justin Snelling, Science

Brian Stewart, Dean of Students

Christy Tolliver, Social Studies

Karen Wesely, Principal

Three-year Goal Summary
2016-2019

Goal 1: English/Language Arts

Goal: By Spring 2019 $\geq$ 90% of students in grades 6-8 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Benchmark

By Spring 2017 $\geq$ 70% of students in grades 6-8 will meet State Standard in ELA as measured by ISTEP+/ISTAR with 100% of students earning $\geq$50 awarded points due to having met the target growth percentile of 41 or higher. Additionally, $\geq$42.5% of students in the Bottom 25% will earn $\geq$150 awarded points due to having met the target growth percentile of 60 or higher.

Goal 2: Mathematics

Goal: By Spring 2019$\geq$ _90% of students in grades 6-8 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

Benchmark

By Spring 2017 $\geq$ 65% of students in grades 6-8 will meet State Standard in Math as measured by ISTEP+/ISTAR with 100% of students earning $\geq$50 awarded points due to having met the target growth percentile of 41 or higher. Additionally, $\geq$51% of students in the Bottom 25% will earn $\geq$150 awarded points due to having met the target growth percentile of 60 or higher.

Goal 3: College and Career (PRIDE)

Goal: By Spring 2019, the Charlestown Middle School Office Referral Count will not exceed 500.

Benchmark

By Spring 2017, the Charlestown Middle School Office Referral Count will not exceed 700 with $\geq$80% of students receiving zero office referrals.

Greater Clark County Schools
Data Wise Action Plan

School: Charlestown Middle School

Grade Level/Subject Area: 6th-8th

Area of Focus: Literacy

Data-ISTEP+

- **2016 ISTEP+ Performance (% of Students who Passed ISTEP+): 60.4%**
- **2017 ISTEP+ Performance Goal (% of Students who Passed ISTEP+): By the spring of 2017, 70% of students will pass the English/Language Arts portion of ISTEP+**

Data- STAR

- **Spring STAR (% of Students at Grade Level): 56.0%**
- **STAR Goal (% of Students at Grade Level): By the spring of 2017, 70% of students will be at, or above, grade level.**

Data-Common Quarterly Assessment

- **2016 Spring CQA Mastery: ELA- 67%**
- **2017 CQA Mastery Goal: By the spring of 2017, 80% of students will pass the final CQA assessment in English/Language Arts.**

What is the Learner-Centered Problem?

Students have difficulty with
- Answering questions that are designed to measure student's ability to infer.
- Reading a nonfiction text and being able to utilize the text when making inferences.
- Providing evidence in an open response

What is the Problem of Practice?

The problem of practice is instruction is delivered whole group, rarely giving students the opportunity to receive real time feedback about their literacy skills.

What Instructional Strategies will be implemented to reach goal?
- **Daily Intervention Block focused on implementing Guided Reading instruction to accelerate growth in reading comprehension.**
- **Daily Tier I English/Language Arts blocks with a balanced literacy approach including vocabulary, reading, and writing instruction.**

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
ELA Department 1. ELA Department will focus professional development efforts on implementing Guided Reading groups into Tier I and Tier II instruction, including training on the available resources. 2. Specific attention will be given to what planning looks like with the balanced intermediate literacy model in the 120 minute sixth grade block. 3. Specific attention will be given to what planning looks like with the balanced intermediate literacy model in the 50 minute 7th/8th grade blocks. 4. Systematic data analysis of the pretest/posttest cycles, including the Common Quarterly Assessments to inform instruction, including how to match the data with the Guided Reading needs of the students. 5. Modeling of Tier I and Tier II instructional strategies with teachers and students.	1. Professional development during the months of August through December 2. Common planning times during the month of August. 3. Common planning times during the month of August. 4. Ongoing throughout the 2016-2017 school year, revolving around the CQA cycle. 5. Ongoing throughout the 2016-2017 school year.	1. ELA teachers, Academic Improvement Coordinator, and District Literacy Coach 2. 6th Grade ELA teachers and the Academic Improvement Coordinator 3. 7th and 8th Grade ELA teachers and the Academic Improvement Coordinator 4. ELA teachers, and Academic Improvement Coordinator 5. Academic Improvement Coordinator and the District Literacy Coach.
Science and Social Studies Departments 1. Book studies with practical application strategies for literacy instruction within the specific content areas, including trying the strategies and sharing successes/struggles with the other members of the department. 2. Build assessment literacy with teachers about what available literacy data means for the students in their classrooms. 3. Modeling of Tier I literacy strategies with teachers and students.	1. Ongoing throughout the 2016-2017 school year. 2. Professional development during the months of September through December 3. Ongoing throughout the second semester.	1. Department leaders and Science/Social Studies teachers. 2. Science/Social Studies teachers and the Academic Improvement Coordinator 3. Academic Improvement Coordinator and the District Literacy Coach.
Math Department 1. Build assessment literacy with teachers about what available literacy data means for the students in their classrooms. 2. Modeling of problem solving and written expression strategies with teachers and students.	1. Professional development during the month of September. 2. Ongoing throughout the months of December through	1. Math teachers and the Academic Improvement Coordinator 2. Math teachers and a shared building math coach.

	May.	
Intervention Data Teams 1. Grade level teams discuss at-risk students and brainstorm strategies for Tier I instruction.	1. Weekly throughout the 2016-2017 school year.	1. Grade Level Team Leaders, Academic Improvement Coordinator, School Counselors, and Administration
Whole Staff 1. Professional development based upon walkthrough data, specifically showing problems of practice.	1. Monthly throughout the 2016-2017 school year.	1. Building team leaders, Academic Improvement Coordinator, and Administration

Greater Clark County Schools

Data Wise Action Plan

School: Charlestown Middle School

Grade Level/Subject Area: 6th-8th

Area of Focus: Numeracy

Data-ISTEP+

- **2016 ISTEP+ Performance (% of Students who Passed ISTEP+): 53.3%**
- **2017 ISTEP+ Performance Goal (% of Students who Passed ISTEP+): By the spring of 2017, 65% of students will pass the Mathematics portion of ISTEP+**

Data-STAR

- **2016 Spring STAR (% of Students at Grade Level): 75%**
- **2017 STAR Goal (% of Students at Grade Level): By the spring of 2017, 85% of students will be at, or above, grade level.**

Data-Common Quarterly Assessment

- **2016 Spring CQA Mastery: 73%**
- **2017 CQA Mastery Goal: By the spring of 2017, 85% of students will pass the final CQA assessment in Mathematics.**

What is the Learner-Centered Problem?

Students have difficulty with
- Solving multi-step problem.
- Determining rationale for their responses.

What is the Problem of Practice?
Teachers struggle to effectively use reliable assessment data to drive instruction.
Teachers rarely give students the opportunity for real-time feedback on math skills.

What Instructional Strategies will be implemented to reach goal?
- **Daily Math Review, including Mental Math, during Tier I instruction that spirals review concepts based upon student data.**
- **Daily math facts fluency practice.**

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
Math Department 1. Modeling the use of Daily Math Review with teachers. 2. Teachers will conduct a self-assessment of their implementation of Daily Math Review. 3. Book study of the Balanced Math program with a focus on each component of Daily Math Review. 4. Teachers will conduct a self-assessment of their implementation of Daily Math Review. Decisions will be made to determine whether to go back into one of the components for further development, or move forward with problem solving. 5. Modeling the use of Daily Math Review with teachers and students. 6. Modeling of problem solving and written expression strategies with teachers and students.	1. August 2. September 7 3. Ongoing professional development during the months of September through November. 4. November 5. Ongoing through the months of September through November. 6. Ongoing during the months of December through May	1. Shared math coach 2. Math teachers 3. Department leader and math teachers. 4. Department leader and math teachers. 5. Math teachers and shared math coach 6. Math teachers and shared math coach
Daily Math Facts Fluency Practice 1. All students will spend 5-7 minutes practicing math facts fluency.	1. Daily	1. IMPACT Teachers and Math Teachers

Greater Clark County Schools
Data Wise Action Plan

School: Charlestown Middle School

Grade Level/Subject Area: 6th-8th

Area of Focus: College and Career Readiness

Data

- **2016 PRIDE Results (Behavior Referrals): 819 Office Referrals**
- **2017 PRIDE Goal (Behavior Referrals): Less than 700 Office Referrals**

What is the Learner-Centered Problem?

According to drill-down data, students with office referrals are committing offenses of defiance more than any other offense.

What is the Problem of Practice?
Teachers are not providing enough opportunities for students to receive positive incentives for expected behaviors. There is a lack of consistency among classrooms on some Tier I expectations.

What Instructional Strategies will be implemented to reach goal?
- **Use of the Greater Clark County Schools PRIDE Scoring Rubric as a professional development tool, as well as a student rubric to communicate student performance on soft skills.**
- **Increase Opportunities for Student Incentives**
- **Include expectations education instruction within the progressive discipline procedures.**

<u>Task (What specific tasks will you implement to reach goal?)</u>	<u>When</u> (will you complete task?)	<u>Who (will be responsible?)</u>
PRIDE Expectations Professional Development including data analysis and instructional strategies, including use of the Greater Clark County Schools PRIDE Scoring Rubric as a professional development tool.	Monthly	PBIS Committee
Weekly Opportunities for Pirate Buck Redemptions: • Random Redemption • Random Reward Moment for Tier I Focus Expectation • Popcorn • Game Room/Open Gym at Lunch	Weekly	PBIS Rewards Coordinator Dean of Students Administration

Monthly Opportunity for Pirate Buck Redemptions for an "Extra Opportunity." Students may sign up on a first come, first serve basis. Student must pay Pirate Bucks and have zero referrals for the month.	Monthly	PBIS Rewards Coordinator Dean of Students Administration
Quarterly Pirate PRIDE Activity to reward students with zero referrals.	Quarterly	PBIS Rewards Coordinator Dean of Students Administration
Expectations Education During Progressive Discipline	On-going	Dean of Students Administration In-School Suspension Monitor

No statutes and/or rules will be waived by Charlestown Middle School.

Fall, 2016
Year

Title I Schoolwide Plan Checklist

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted. **Components of a Schoolwide Plan*:**

Schoolwide Component	Page(s) Found in SIP
1. A comprehensive needs assessment of the whole school	Appendix
2. Implementation of schoolwide reform strategies that: ● Provide opportunities for all children to meet proficient and advanced levels of students' academic achievement ● Use effective methods and instructional strategies that are based on scientifically based research that: ● Strengthens the core academic program ● Increases the amount of learning time ● Includes strategies for serving underserved populations ● Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ● Address how the school will determine if those needs of the children have been met ● Are consistent with and are designed to implement state and local improvement plans, if any	Pgs. 13-17
3. Highly qualified teachers in all core content area classes	Pg. 7
4. High qualified and ongoing professional development for teachers, principals, and paraprofessionals	Pgs. 13-14
5. Strategies to attract high-quality, highly qualified teachers to this school	Pg. 7

Schoolwide Component	Page(s) Found in SIP

6. Strategies to increase parent involvement, such as literary services
 	
    ● 6a. Description how the school will provide individual academic assessment results to parents
    ● 6b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan
	Pg. 5

Schoolwide Component	**Page(s) Found in SIP**
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	NA
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	Pgs. 13-14
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	Pg. 7
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components ● 10a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	Pg. 7

Appendix

Charlestown Middle School
Secondary Summary Sheet for Key ISTEP+ Data

English/Language Arts (ELA)

ELA - Overall

Percent of students passing

From each "Disaggregation Summary Report"

Grade	Spring 13	Spring 14	Spring 15
6	72%	74%	58%
7	70%	74%	60%
8	71%	70%	68%

Mathematics (Math)

Math - Overall

Percent of students passing

From each "Disaggregation Summary Report"

Grade	Spring 13	Spring 14	Spring 15
6	84%	81%	56%
7	79%	73%	46%
8	91%	90%	83%

ELA - Key Subgroups: Grade 6

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	43%	14%	19%
Free/Red	68%	66%	46%
LEP	50%	60%	46%
Hispanic	57%	65%	42%
Black	***	***	***
White	74%	77%	61%

MATH - Key Subgroups: Grade 6

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	50%	43%	26%
Free/Red	79%	72%	45%
LEP	93%	80%	54%
Hispanic	86%	77%	33%
Black	***	***	***
White	82%	84%	61%

ELA - Key Subgroups: Grade 7

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	45%	33%	11%
Free/Red	59%	70%	47%
LEP	***	33%	33%
Hispanic	74%	64%	38%

MATH - Key Subgroups: Grade 7

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	45%	40%	5%
Free/Red	69%	69%	32%
LEP	***	50%	33%
Hispanic	79%	59%	38%

Black	***	***	***
White	70%	75%	63%

Black	***	***	***
White	78%	76%	47%

ELA - Key Subgroups: Grade 8

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	33%	19%	***
Free/Red	57%	58%	62%
LEP	***	***	35%
Hispanic	75%	80%	52%
Black	***	***	***
White	71%	71%	71%

MATH - Key Subgroups: Grade 8

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	83%	56%	44%
Free/Red	88%	86%	78%
LEP	***	***	67%
Hispanic	95%	90%	71%
Black	***	***	***
White	90%	90%	85%

ELA - Key Subgroups: All Grades

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	40%	21%	22%
Free/Red	61%	64%	51%
LEP	59%	52%	38%
Hispanic	68%	70%	45%
Black	80%	73%	55%
White	72%	74%	65%

MATH - Key Subgroups: All Grades

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	60%	48%	25%
Free/Red	79%	76%	51%
LEP	91%	66%	54%
Hispanic	87%	75%	49%
Black	90%	64%	46%
White	83%	84%	64%

Science

Science - Overall

Percent of students passing

From each "Disaggregation Summary Report"

Grade	Spring 13	Spring 14	Spring 15
6	59%	57%	64%

Social Studies

Social Studies - Overall

Percent of students passing

From each "Disaggregation Summary Report"

Grade	Spring 13	Spring 14	Spring 15
7	50%	71%	No Scores

Science - Key Subgroups: Grade 6

Percent of students passing

Social Studies - Key Subgroups: Grade 7

Percent of students passing

Grade	Spring 13	Spring 14	Spring 15
Sp Ed	43%	14%	37%
Free/Red	50%	46%	54%
LEP	21%	20%	54%
Hispanic	38%	24%	44%
Black	***	***	***
White	65%	62%	68%

Grade	Spring 13	Spring 14	Spring 2015
Sp Ed	10%	33%	No Scores
Free/Red	37%	70%	No Scores
LEP	***	50%	No Scores
Hispanic	47%	68%	No Scores
Black	***	***	No Scores
White	50%	71%	No Scores

Algebra I

Algebra I - Overall

Percent of students passing

From each "Disaggregation Summary Report"

Grade	Spring 13	Spring 14	Spring 15
Algebra I	97%	97%	N/A

Self Assessment

Charlestown Middle School

Greater Clark County Schools

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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.

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement 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	Level 3
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •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 2

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

Charlestown Middle School's strengths include having an established process for review, revision, and communication of our purpose statement that focuses on student success. Our school leadership and staff have committed to a culture that is based on shared values and beliefs about teaching and learning.

The area of improvement lies in making sure all stakeholders are consistently involved in the process of review and implementation of the purpose statement that guides our systems of 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: 2.67

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 •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3
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 •Proof of legal counsel •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings	Level 2
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	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of	Level 3

		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.	decisions in support of the school's continuous improvement plan	
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •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.

Charlestown Middle School's strengths include operating under the governance and leadership that promotes and supports student performance and school effectiveness. We have strong policies, procedures, and systems in place which are set up to support student success. The systems include defined supervision and evaluation practices that point to professional development needs and improvements.

The area of improvement lies in making sure all stakeholders are consistently involved in the policy development and decision making. The governing body is defining much of our systems with some input; however, not all stakeholders are involved in the process. As a school, we want to have stakeholders process decisions made by the governing body to make implementations meaning and productive.

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: 2.42

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 •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 3
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes 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 groups of students when necessary. Teachers sometimes 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 •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	Level 2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs	Level 3

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
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with 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 2
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 •Survey results •Professional learning calendar with activities for instructional support of new staff	Level 2
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 their children's education are available. School personnel provide information about children's learning.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 2

3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Master schedule with time for formal adult advocate structure	Level 2
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
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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 3
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 2

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

Charlestown Middle School's strengths include instructional design and assessment practices that ensure teacher effectiveness and student learning. School leaders monitor and support the improvement of instructional practices of teachers. Teachers participate in collaborative learning communities to improve instruction and implement the school's instructional process in support of student learning. All staff members participate in a continuous program of professional learning.

Areas of improvement lie in using data to analyze the specific and unique learning needs of individual students, as well as informing professional practice. A system of data collection and analysis exists; however, the next step is to develop a system that results in immediate changes in instruction and/or student services. Improvements in are also needed the intentional planning to increase the use of strategies that require student collaboration, self-reflection, and development of critical thinking skills, including specific and immediate feedback on student performance.

Other areas of improvement include the need to create a formal system of mentoring for new staff members and to increase the percentage of parent involvement in our available opportunities, as well as streamline our parent communication about student performance.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.
Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•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 2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar	Level 2
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	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.	Level 3

		implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	
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.	•Survey results •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	Level 3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •Policies relative to technology use	Level 2
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	Level 3
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.

Charlestown Middle School's strengths include having sufficient instructional time and resources to support student learning, maintaining a safe, clean, and healthy environment. Our school also provides support services to meet the physical, social, emotional, counseling, and career planning needs of our students.

Areas of improvement include infrastructure needs for technology and the need to fund all personnel positions critical to achieve the purpose and direction of the school.

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: 2.4

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 •Survey results •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
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•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 3
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 2

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.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student growth	Level 2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results •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	Level 2

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

Charlestown Middle School's strengths include establishing and maintaining a clearly defined and comprehensive student assessment system, including collecting, analyzing, and applying learning from a range of data sources.

Areas of improvement include the need for more training in the interpretation and use of data to determine the verifiable needs for improvement in student learning. We also need to develop a better system of communicating results of student learning to all stakeholders in a way that increases urgency and stakeholder involvement.

School Planning Review Team

NAME	POSITION	SIGNATURE
Karen Wesely	Principal	
Jeremy Shireman	Assistant Principal	
Brian Stewart	Dean of Students	
Amy Hasselbring	Academic Improvement Coordinator	
Stephanie Chapman	English/Language Arts	
Jerri Knight	Mathematics	
Christy Tolliver	Social Studies	
Justin Snelling	Science	
Brooke Lannan	GCCS Special Needs Supervisor	
Youlanda Carrico	Parent	
Emily Adams	Parent	
Stephanie Gogel	Parent	
Glenda Bruce	Parent	

IDOE School Improvement and Professional Development

Building Level Assurance Form

Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	
Building Name	

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	
Principal's Signature	
Date Signed	

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

School Planning Review Team

NAME	POSITION	SIGNATURE
Karen Wesely	Principal	*(signature)*
Jeremy Shireman	Assistant Principal	*(signature)*
Brian Stewart	Dean of Students	*(signature)*
Amy Hasselbring	Academic Improvement Coordinator	*(signature)*
Stephanie Chapman	English/Language Arts	*(signature)*
Jerri Knight	Mathematics	*(signature)*
Christy Tolliver	Social Studies	*(signature)*
Justin Snelling	Science	*(signature)*
Brooke Lannan	GCCS Special Needs Supervisor	*(signature)*
Youlanda Carrico	Parent	*(signature)*
Emily Adams	Parent	*(signature)*
Stephanie Gogel	Parent	*(signature)*
Glenda Bruce	Parent	*(signature)*
Mary Conadinger	6th Grade Teacher/Parent	*(signature)*

IMAGINING
the possibilities
MAKING THEM HAPPEN.

Indiana
Department of Education
Glenda Ritz, Superintendent of Public Instruction

IDOE School Improvement and Professional Development

Building Level Assurance Form

Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.	
DOE Building Number	*0863*
Building Name	*Charlestown Middle School*

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	*Karen Wesely*
Principal's Signature	*Karen Wesely*
Date Signed	*9-14-16*

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be <u>kept on file at the school's office</u>.

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✦ Office of School Accreditation ✦ 115 W Washington Street, South Tower Suite 600 ✦ Indianapolis, IN 46204 ✦ 317-232-9060 ✦

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