Indiana School Improvement Plan

Parkview Middle School

Greater Clark County 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?

Parkview Middle School is a 6-8 public education facility. It is one of four middle schools in the Greater Clark County School Corporation. In addition to the middle schools, the corporation has 12 elementary schools and three high schools, all strategically located to serve a geographically and ethnically diverse community.

The Greater Clark County School Corporation is situated in the southeastern tip of Indiana; its southern border is the Ohio River, and across the river is Louisville, Kentucky. Parkview Middle School is located in Jeffersonville on the eastern-most side of the city. It is nestled into an urban setting, but serves a diverse population of approximately 725 students from Utica Elementary, Riverside Elementary, Maple Elementary, Bridgepoint Elementary, Northaven Elementary, and Wilson Elementary.

The current population of Parkview Middle School is 703 students in grades 6-8. The current student population is 61% white/non-Hispanic, 22% black, 8% multiracial, 9% Hispanic, American Indian, and Asian. The percentage of students receiving free and reduced lunch is 61%.

Parkview Middle School has the following staff members: 32 certified classroom teachers, 8 special education teachers, 1 speech teacher, 1 Academic Improvement Coordinator, 1 Behavior Improvement Coordinator, 1 instructional coach, 2 counselors, 1 Dean of Students, 1 social worker, 1 Administrative Assistant, 1 nurse, 6 Para Educators, 2 office secretaries, 1 receptionist, and 5 custodians. The Assistant Principal is Melissa Bower, and the Principal is Jeremy Stewart

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission: To build a strong educational community by finding innovative ways to provide relevant learning and service opportunities.

Vision: We want Parkview to be an environment where students and staff have a passionate desire to learn collaboratively and to serve in our diverse community

Beliefs: Parkview Middle School believes in:

Cooperating with home and parents to encourage students to be successful in school.

Embracing diversity to prepare students to function successfully in a culturally diverse world.

Encouraging positive character development in partnership with the home.

Challenging students to reason and think critically.

Having high expectations which provide ample opportunities for growth.

Recognizing the potential in all students and supporting them in their journey toward fulfilling their goals.

Working with our community to be a valued neighbor.

Enforcing high measurable standards of performance throughout the school.

Ensuring that all students exhibit appropriate knowledge of the basic skills.

Encouraging and empowering students to be critical thinkers, problem solvers, responsible decision makers and communicators in the context of a diverse, changing global society.

Parkview Middle School offers instructional programs to meet the needs of individual students, as we teach and reinforce skills necessary for middle school success and prepare students for high school. Students are afforded opportunities for College and Career Readiness preparation, as well as intervention and academic support, if necessary.

We promote a strong message for character education as we prepare our students for the future. Starting the 2015-16 school year, we are now providing a Work Ethic Certificate for all qualifying 8th graders as an extension of our PRIDE program.
New Academic Promotion Requirements are now in place for our middle school students. These requirements align with the credit system currently used at the high school level and provide students and parents a better method for monitoring student progress.

Academic Promotion Requirements:

Students must earn the following credits to successfully move to the 9th grade level:

Core Courses (24 credits)

Language Arts - 6 credits

Mathematics - 6 credits

Science - 6 credits

Social Students - 6 credits

Directed Electives (3 credits)

Careers - 1 credit

Medical Detectives - 1 credit

Gateway to Technology - 1 credit

Open Electives (5 credits)

Art - 1 credit per semester

Music - 1 credit per semester

Physical Education - 1 credit per semester

Theater - 1 credit per semester

Academic Support - 1 credit semester

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.

PRIDE:

Persistence, Respectfulness, Initiative, Dependability, Efficiency

Parkview's vision for PRIDE:

Address specific behavior concerns (tardy to class, attendance, etc.) identified through data.

Recognize and reward students for doing the right thing.

Reward behavior, academics, and attendance.

PRIDE Dinero, Random Moments, and PRIDE Activities have all helped in improving the culture and climate of our school. Behavior problems are decreasing as teachers are using lessons addressing each of the components of PRIDE and incentives are being used to award positive student behavior choices.

HOUSE:

This program is devoted to building community in and outside the school building. It provides students with a sense of belonging and a sense of community. The goal of the Parkview House System is to promote positive attitudes of students toward one another and toward the school through friendly competition in academics, conduct, community service and the House Cup. The houses provide not only an increased feeling of identity and belonging; they also provide students with a sense of tradition and leadership opportunities. Each year students participate in a HOUSE sorting ceremony at the beginning of the year to determine which HOUSE they will become a member to represent. The House system promotes school pride and allows students to interact with each other outside of the normal academic and athletic arena. The Houses are all named after character education traits and are an extension of our PRIDE Program.

Students work together in each HOUSE on service learning projects for the community throughout the year. The House Cup is a year-long competition between the houses with points awarded for various activities. The House Cup competition is an Olympic-style event, held each May that signifies the end of the school year. The winning House is awarded the large House Cup trophy and honor of having their House flag fly on the flagpole each day until a new House Cup champion is crowned. The 10 Houses are: House of JUSTICE, House of HUMILITY, House of HONESTY, House of INTEGRITY, House of LOYALTY, House of TOLERANCE, House of PRIDE, House of PERSEVERANCE, House of RESPECT, House of COURAGE.

Theater Program:

The theater program at Parkview Middle School is growing each year. Many students have shown a devoted interest in theater and have successfully showcased their talent in multiple theater productions. Parents and community have shown their support by donating their time and resources, volunteering by hosting a VIP room, and supporting the theater program with their attendance by filling the seats in the auditorium during each production. Band/Music Program: Exposing students to professional musicianship, and helping them appreciate music through the support of the Louisville Orchestra. Many of the band students either play for the school and/or participate in Jeffersonville High School's marching band, giving students exposure to different types of music.

Additional Information

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

Fall 2015 Parkview Middle School was awarded a School Improvement Grant from the Indiana Department of Education recognizing our efforts and commitment to improving student performance. We were identified by the state as a focus school due to our accountability grade, therefore making us eligible for the SIG grant. Parkview was one of only eight schools in the entire state to be awarded this grant. The additional funding will support professional development opportunities for teachers, a new staff member to serve as instructional coach, and new staff member responsible for community outreach.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We held a Community Advisory meeting in December to gain a perspective on what parents and community members would like to see implemented at Parkview and to hear their concerns regarding school improvement. We also held a full teacher meeting in which we collected evidence about what improvements we needed to focus on throughout the planning process, and we also held Instructional Leadership, Data Leadership, and PRIDE Leadership meetings to work through the school improvement planning process

We

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

Community Advisory: Provided school improvement focus ideas for community involvement
PTO: Provided parent focus ideas to engage families in school activities
PRIDE Leadership Team: Provided school culture improvement strategies that include Tier 1, Tier 2, and Tier 3 behavior plans
Academic Leadership Team: Provided school data points to consider when planning improvement strategies. Provided action steps/strategies for academic/instructional 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 improvement plan was reviewed by all stakeholder groups, and we will schedule quarterly review meetings with the Community Advisory and PTO groups. Leadership Teams will review the plan and the fidelity of implementation at least one time per month

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The 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.	•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 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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 •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 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.

Areas of strength in Standard 1 include the structure and use of a continuous improvement process, shared commitment to supporting equitable learning experiences for all students that include learning, thinking, and life skills, and that there is clear direction for improving conditions that support student learning.

Implementation Actions:

-School Meeting Record Forms maintained in Google Classroom for professional collaboration on areas for improvement

-PTO and Community Advisory meeting records/minutes

-Student Achievement Plan reviews

-Staff Weekly Reports

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 •Staff handbooks •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 •List of assigned staff for compliance •Proof of legal counsel •Historical compliance data	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.	•School improvement plan developed by the school •Communications regarding board actions	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 •Survey responses •Involvement of stakeholders in a school improvement 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 •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.

Strengths: Our evaluation processes result in decisions made about our professional development needs. We regularly implement classroom walkthroughs and quarterly evaluations for all certified teachers. The data gathered from the walkthroughs drive our professional development needs. The Data Wise process will be used to discover student-centered problems and problems of practice. This information will drive our PD development and decisions for instructional strategies.

Area in Need of Improvement: Leadership and staff will work together to provide more differentiated professional development and support

for classroom instruction.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•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 •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 4

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

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.	•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 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.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	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 •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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

Strengths: We have a consistent structure in place for planning, implementation, and review of student learning and a consistent schedule of professional development and collaboration.

Area of Improvement: Developing a mentoring/coaching model for new teacher support, monitor fidelity, develop and utilize a professional learning implementation rubric.

Actions sustaining strength: We will continue to maintain the structures in place for planning, implementation, and review of student learning.

Improving area of need: We are currently working with technical support through INSIG grant to target and develop a professional learning implementation rubric.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •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 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•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	Level 3

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 •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

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	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.

Strengths: The technology infrastructure - We are a 1:1 school using Chromebooks. Students have a wide range of technology resources. We have consistent student policies related to use of technology. We are able to provide support services to meet the social/emotional needs of our students.

Area of improvement: We need to continue to learn how to incorporate the use of technology resources to enhance student learning. We also need to have a more consistency school safety committee.

Actions to sustain strengths: We are adding a social worker to continue building and supporting our families in need. (This position will be added through SIG grant funding)

Plans to improve: We are currently reviewing the levels of technology implementation based on an outside survey and planning how to incorporate more professional development for further instructional support. We have several teachers that will be sharing numerous technologies that they have successfully integrated into their curriculum and used as learning checks to gather data in a timely manner.
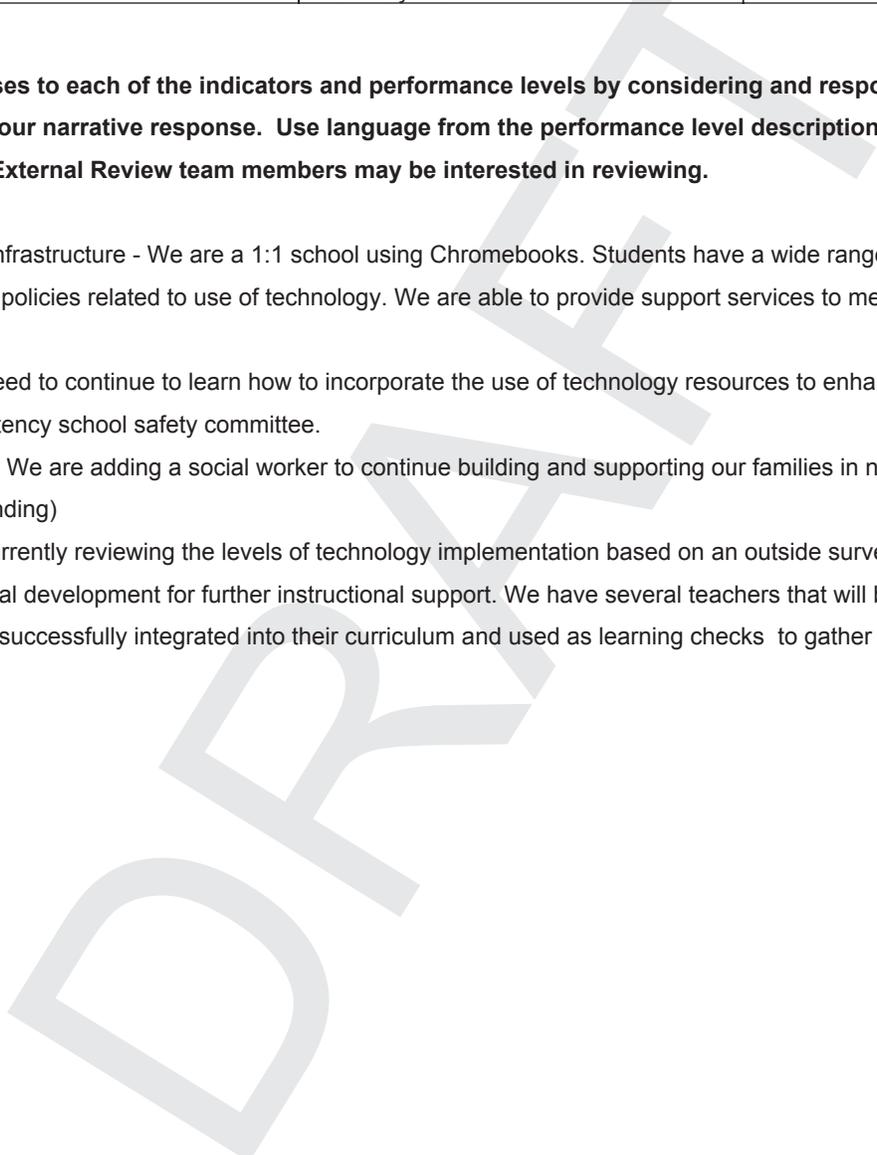
Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

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

Strengths: We have multiple data sources and the structure to evaluate the data. We are also collecting and reviewing social progress indicator data on a regular basis.

Areas in need of improvement: We need continued work on developing rigorous checks for understanding and differentiating based on data analysis.

Actions to sustain the areas of strength: We will continue structures in place for data review.

Plans to improve: Professional development will be scheduled and continued conversations through collaboration over data will be ongoing. SIG grant will support instructional planning.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections
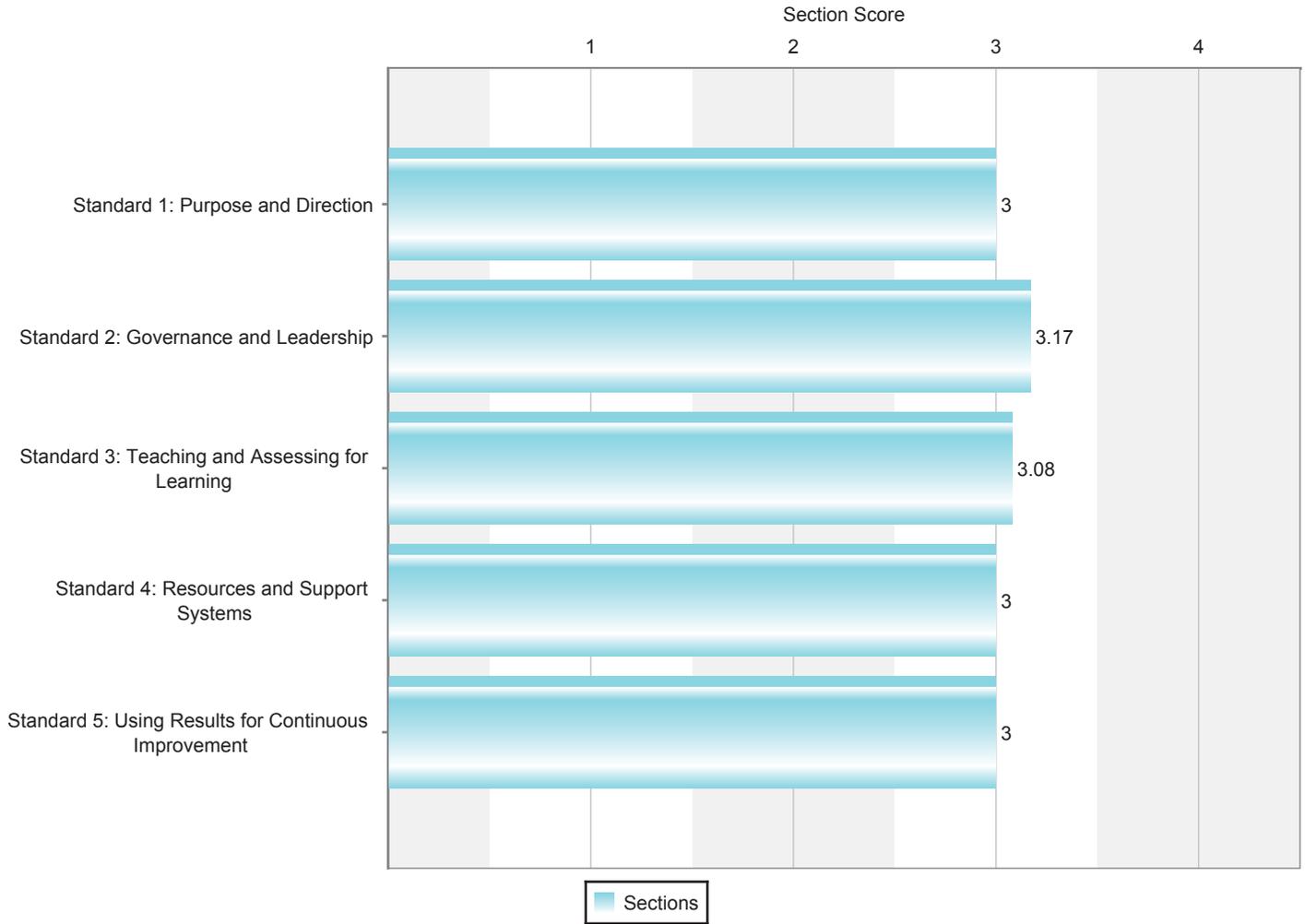
Student Performance Diagnostic

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

We currently do not see any areas above the expected level of proficiency, but we do see consistent data within each tested year. This means that there aren't any specific standards being assessed that are higher than another.

In ELA, we see writing scoring a bit higher than other categories tested, and in math we see a similar trend with Algebra and Functions.

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

On the ELA ISTEP, we see writing scoring a bit higher than other categories tested, and in math we see a similar trend with Algebra and Functions. Even though our gap is still wide between special education and general education students in ELA, we are seeing a decrease in the gap each year.

Which area(s) indicate the overall highest performance?

-2015 Math ISTEP:

Geometry and Measurement: 53% mastery

Algebra and Functions: 52% mastery

-2015 Winter STAR Benchmark - Math:

Number Sense and Computation: 50% mastery based on common critical standards tested on ISTEP.

-2015 ELA ISTEP:

Writing Applications: 56%

-2015 Winter STAR Benchmark - Reading:

Reading Vocabulary: 75%

Reading Nonfiction: 65%

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

ISTEP Math:

The multiracial subgroup increased from 70% passing to 74% passing from 2013 to 2014. The 2015 ISTEP results indicated all subgroups dropped from the previous year's performance.

ISTEP Reading:

The special education subgroup appears to be holding steady within 2 to 3% in spite of a change in the number of students taking IMAST from 2013-2014 and then taking ISTEP in 2015. The multiracial subgroup also increased from 63% to 69% from 2013 to 2014. We did see a drop from 2014 to 2015 like in all other categories and subgroups tested.

Between which subgroups is the achievement gap closing?

According to our ISTEP data, the special education to general education gap is still extremely wide, but there is a trend toward a decreasing gap in ELA over a three year period. We also saw a gap reduction between F/L and Paid lunch students from 2014 to 2015. The multiracial gap also appears to be improving each year in both ELA and Math. The gap closed from a 9% difference in 2013 to a 1% difference in 2015 in ELA.

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

We see similar gaps between our different subgroups when looking at STAR benchmark data. We are seeing improvements within subgroups, but we consistently see a wide gap between our white and black students on both assessments. We are currently unable to view other subgroup gaps within STAR data.

Areas in Need of Improvement

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

-2015 ISTEP ELA

Nonfiction Text

Literary Text

Writing Applications

Writing Conventions

-2015 Winter Star Benchmark - Reading

Literary Text

Nonfiction Text

-2015 ISTEP Math

Computation

Number Sense

-2015 Winter Star Benchmark - Math

Computation

Number Sense

Algebra and Functions

Geometry and Measurement

Data/Statistics

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

ISTEP ELA: All areas experienced a downward trend from 2013-2015. We attribute some of this negative performance trend to the increased number of students who moved from the IMAST test in 2013 to the ISTEP test in 2014 and 2015. The change in test in 2015 gives us another decrease in overall student performance, but we do see consistency within each category from year to year. For example:

-ISTEP Math

In 2013, an average of 78% was maintained within each standard assessed.

In 2014, an average of 74% was maintained within each standard assessed.

In 2015, an average of 51% was maintained within each standard assessed.

*According to this data, each category was similar in percent of students passing. There was not a large difference seen within each standard assessed.

-ISTEP ELA

In 2013, an average of 73% was maintained within each standard assessed.

In 2014, an average of 67% was maintained within each standard assessed.

In 2015, an average of 55% was maintained within each standard assessed.

*According to this data, each category was similar in percent of students passing. There was not a large difference seen within each standard assessed.

Overall, we are concerned about how our subgroups affect our overall performance on assessments. We recognize that we need to improve across all student groups.

Which area(s) indicate the overall lowest performance?

2015 ISTEP ELA
Literacy Text
Writing Conventions

2015 STAR Winter Benchmark
Reading Literature

2015 ISTEP Math
Computation
Number Sense

2015 STAR Winter Benchmark
Geometry and Measurement
Data & Statistics

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

According to ISTEP data, it appears that we have a trend in decreasing performance within our special education subgroup. We do, however, want to note the change in the number of students who took IMAST in 2013 versus the total number of special education students who took the regular ISTEP in 2014 and then again in 2015. We believe the negative trend was impacted by that factor. Now that all students are taking one test, we will watch for the trend data to increase or decrease based on the same type of assessment.

We also have a trend of decreasing performance with our black students over the three-year period of ISTEP. Our black males, in particular, are underperforming overall in ELA and Math.

Between which subgroups is the achievement gap becoming greater?

The gap in ISTEP ELA is widening between our black and white students each year. The gap increased from 6% in 2013 to 22% in 2015.

The gap in ISTEP Math is widening between our black and white students each year as well. The gap increased from 34% in 2013 to 63% in 2015.

The gap in ISTEP special education to general education in math is also widening. The gap increased from 52% in 2013 to 80% in 2015.

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

We see consistent gaps reported between our black and white students based on STAR Reading and Math data. The gaps are significant in both assessments, but greater in the area of reading. There is also a gap seen between our general education and special education students on STAR, but we are seeing growth from our special education students from the fall to winter benchmarks.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
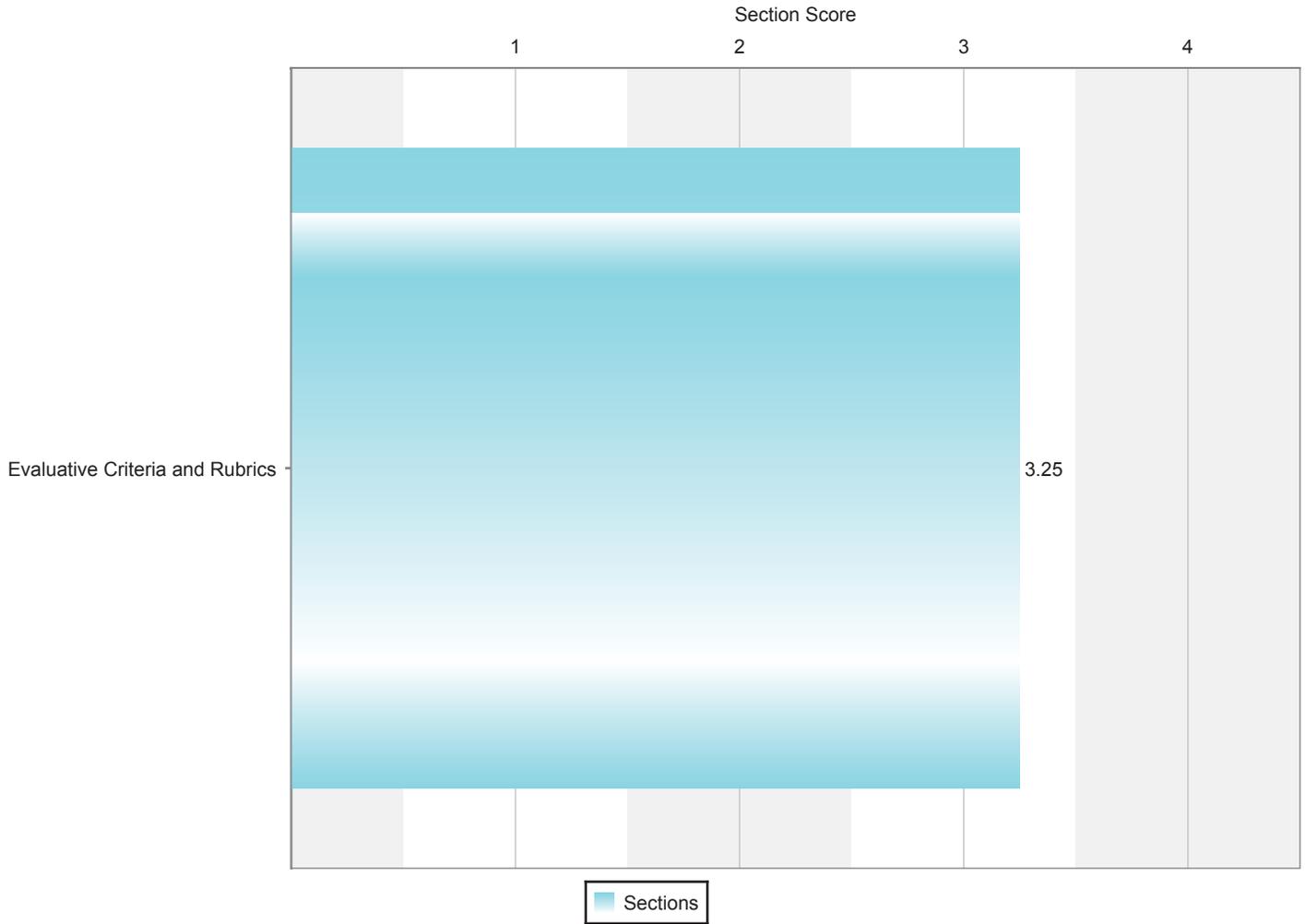
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The survey used to solicit stakeholders was based upon a district-level survey. Questions for the survey were carefully selected to provide the most pointed information to help us develop goals and plans for improvement.	Parent Survey - 2015

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

1. My child's school takes care of unsafe situations when mad aware. 94.6% agree/strongly agree.

2. Teachers at my child's school treat my child fairly. 94.5% agree/strongly agree.

3. Counselor's address my concerns in a timely manner. 93% agree/strongly agree.

4. My child feels safe at school. 90.7% agree/strongly agree.

5. Administrators address my concerns in a timely manner. 90.5% agree/strongly agree.

6. I believe my child is encouraged to do his/her best work. 90.4% agree/strongly agree.

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

1. Administrators address my concerns in a timely manner. +13.6% increase in satisfaction.
2. I believe my child is encouraged to do his/her best work. +13.5% increase in satisfaction.
3. My child receives individual attention from teachers to help him/her learn better. +13.3% inc. in satisfaction.
4. My child feels safe at school. +10% increase in satisfaction.
5. My child's school takes care of unsafe situations when made aware. +10% increase in satisfaction.
6. Teachers at my child's school treat my child fairly. +9.9% increase in satisfaction.
7. My child's school provides regular communication to me on my child's progress. +6.5% inc. in satisfaction.
8. Do you use Power School to check your child's grades? +5.8% increase in satisfaction.

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

1. My child feels safe at school.
2. My child's school takes care of unsafe situations when made aware.

Other feedback sources:

Parent Advisory Committee

Parent Teacher Organization

HOUSE Council

Areas in Need of Improvement

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

1. My child's school provides regular communication to me on my child's progress. 75.7% satisfaction

2. My child receives individual attention from the teachers to help him/her learn better. 78.7% satisfaction

3. Do you use Power School to check your child's grades? 82.7% satisfaction

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

At this time, we have no evidence to show a decreasing trend in satisfaction or approval for any surveyed item.

What are the implications for these stakeholder perceptions?

It is evident that our parents and school community are satisfied with our school safety program and school structures. We are committed to continue these structures currently in place.

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

We are showing a positive trend in the three areas selected for improvement, and we are seeing increased parent participation in school wide activities, conferences, and council meetings.

Report Summary

Scores By Section

Section Score
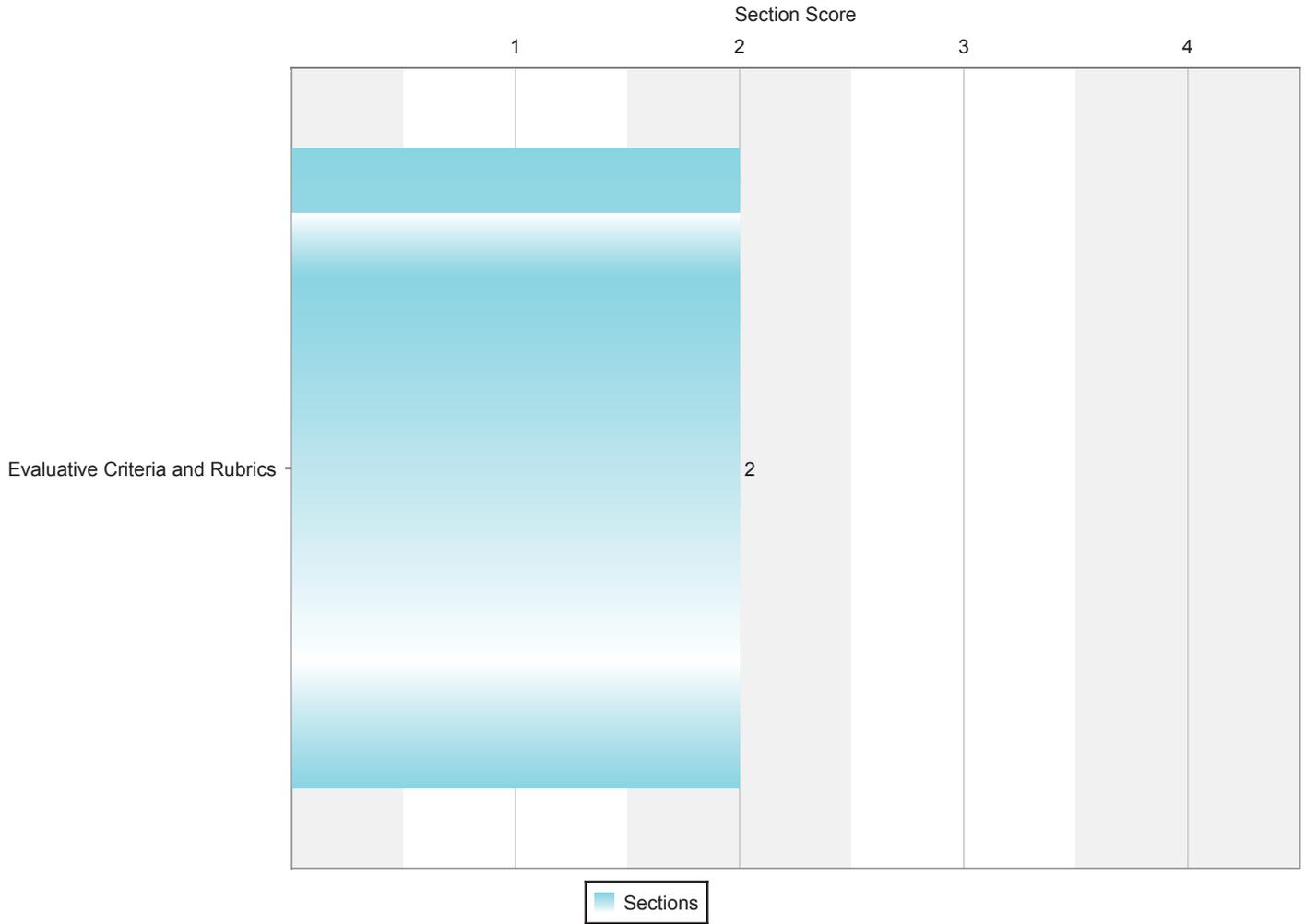
School Improvement Plan

Overview

Plan Name

School Improvement 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	By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
2	By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
3	By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0

Indiana School Improvement Plan
Parkview Middle School

Goal 1: By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy 1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan
Parkview Middle School

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Fundamental Five

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Fundamental Five

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Period Zero collaboration Grade Level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Goal 2: By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Indiana School Improvement Plan
Parkview Middle School

Strategy 1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Strategy 2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility
Monitor the Implementation of the Fundamental Five
Teacher Training on the Gradual Release of Responsibility
Teacher Training on the Fundamental Five

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Goal 3: By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.

Measurable Objective 1:

achieve college and career readiness by reducing the number of students who receive an office discipline referral by 06/01/2017 as measured by SWIS and PowerSchool.

Strategy 1:

Tier 1 PBIS - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade level collaboration during common meeting times -Support will be provided by the Behavior Improvement Coordinator and other members of the PRIDE Leadership team. -Google Classroom Research Cited: Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Evidence of success: Discipline Data, Attendance Data,

Indiana School Improvement Plan

Parkview Middle School

Activity - HOUSE Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0	General Fund	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal

Activity - Schoolwide Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0	General Fund	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal

Strategy 2:

Tier 2 & 3 Interventions - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade level collaboration during common meeting times -Additional support will be provided by the Behavior Improvement Coordinator and members of the PRIDE Leadership team. -Google Classroom

Research Cited: Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Evidence of success: Discipline Data, Tier 2 and 3 Intervention Data

Activity - Check In/Check Out Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0	General Fund	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Indiana School Improvement Plan
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Activity - Student Improvement Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Behavioral Support Program, Academic Support Program	08/01/2016	06/01/2017	$0	General Fund	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
HOUSE Program	Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal
Monitor the Implementation of the Gradual Release of Responsibility	Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	Principal, Assistant Principal, Academic Coach
Schoolwide Behavior Plan	Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal
Check In/Check Out Program	Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Indiana School Improvement Plan
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Activity	Description	Type	Begin Date	End Date	Funding	Staff Responsible
Teacher Training on the Gradual Release of Responsibility	Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach
Teacher Training on the Fundamental Five	Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach
Monitor the Implementation of the Gradual Release of Responsibility	Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	Principal, Assistant Principal, Academic Coach
Teacher Training on the Gradual Release of Responsibility	Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach
Monitor the Implementation of the Fundamental Five	Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	Principal, Assistant Principal, Instructional Coach
Student Improvement Team	Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Behavioral Support Program, Academic Support Program	08/01/2016	06/01/2017	$0	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal
Teacher Training on the Fundamental Five	Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Indiana School Improvement Plan
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Monitor the Implementation of the Fundamental Five	Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0	Principal, Assistant Principal, Academic Coach
				Total	$0	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	Stakeholder Self Assessment Stakeholder Student Performance	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that 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, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Collaborative hiring system in place with the corporation	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Parent/Teacher Conferences Guidance Counselor Conferences Academic Improvement Coordinator contacts/conferences Open House events	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Power School parent portal STAR reports ISTEP+ parent reports	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents review the plan at PTO and Community Advisory Group meetings one time per quarter. They provide feedback needed to improve programming and identify next steps to focus on in the plan.	

Label	Assurance	Response	Comment	Attachment
10.	There are 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.	Yes	We are not a transition school for preschool/early childhood programs.	

Label	Assurance	Response	Comment	Attachment
11.	There are 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.	Yes	Period Zero, Grade Level Collaboration, and Building Leadership Team meetings provide opportunities for teachers to be included in the decision making the process for the use of academic assessment results.	

Label	Assurance	Response	Comment	Attachment
12.	There are 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.	Yes	Daily IMPACT intervention classes are in place for students struggling in reading and/or math. Academic Support opportunities are in place after school for students who received failing grades on quarterly report cards.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Title I funding is used to supplement general fund allocations.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	There are no plans consolidate programs at this time	

SAP PAI Root Cause Analysis

Introduction

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

Statement or Question: Grade(s)

Response:

- 6th Grade
- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

In 2015, our overall ISTEP+ English/Language Arts proficiency score dropped 11.5% from the 2014-2015 school year, but the number of students who earned a Pass+ increased by 2.1%. While we looked closely at the newest ISTEP data, we had a difficult time finding consistencies in patterns other than gaps within our demographics. We do see a significant gap between our black and white students and our special education and general education students continue. In order to gain a more accurate data picture with a test that stays consistent over time, we looked to the STAR Reading Longitudinal Growth Report.

Our current 6th-grade STAR Reading data indicates a positive growth trend from fall to winter. The chart below shows improvement in the number of students within each category. There is a positive decrease noted in the number/percentage of students needed urgent intervention or intervention.

Our current 7th-grade STAR Reading data indicates a different growth trend from fall to winter. The chart below shows a slight decrease in the overall student number/percentage at or above the 40th percentile, but shows an increase in the number of students on watch and a decent decrease in the number of students in the urgent intervention category.

Our current 8th-grade STAR Reading data indicates another positive trend from fall to winter. The chart below shows an increase in the number of students at or above the 40th percentile and in the watch category. We also see a reduction in the number of students who needed intervention improve.

As of our First Star scores for the 2016-17 school year, ELA and Math have started off higher than the same time last year. With the implementation of our new literacy framework, we hope to see a positive trend continue in ELA.

Root Cause of PAI

While we have not been able to accurately pinpoint the root cause of our continued decline in overall English/Language Arts scores, we do attribute the slight growth to a more structured IMPACT program and student selection process. We are concerned in the fact that the trend growth data shows a consistent decline beginning earlier than we previously thought. We've focused consistently on the fact that students drop significantly from 5th to 6th grade, but the current trend data indicates an earlier drop impact. Through collaborative discussions, we have narrowed our literacy instruction focus more on comprehension of text rather than a quick analysis of it. We have found, through walkthroughs and observational data that our students rely too heavily on a test-taking strategy that requires them to read the questions prior to the text. This appears to lead them to miss the important component of making meaning from the text. This information, combined with collaborative discussions framed around more rigorous questioning, has led us to reconsider the test-taking strategy

Root Cause Analysis Priority Area for Improvement #2

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question: Grade(s)

Response:

- 6th Grade
- 7th Grade
- 8th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

In 2015, our overall ISTEP+ Math proficiency score dropped 21% from the 2014-2015 school year. The newest ISTEP data continues to show significant gaps between our black and white students and our special education and general education students. We looked at the STAR Math Longitudinal Growth Report in order to look for trends over time.

Our current 6th grade STAR Math data indicates a positive growth trend from fall to winter. Improvements were seen in the number of students within each category. We also saw a decrease in the number of students in need of intervention or urgent intervention.

Our current 7th grade STAR Math data indicates a slight decrease in the percentage of students at or above the 40th percentile. The number of students in need of urgent intervention decreased while the number of students on watch increased.

Our current 8th grade STAR Math data indicates a positive growth trend from fall to winter. The number of students at or above the 40th percentile increased 9%. We also saw significant decreases in the number of students in need of intervention and urgent intervention. The 6th grade STAR Math growth report indicates a slight increase in the percentage of students at or above the 40th percentile from grade 4 to grade 6. It also shows a consistent decrease over time in the number of students in need of intervention or urgent intervention.
The 7th-grade STAR Math growth report indicates a steady increase in the percentage of students at or above the 40th percentile. The data also shows a steady decrease in the percentage of students in need of intervention and urgent intervention from grade 4 to grade 6.
The 8th grade STAR Math growth report indicates a decrease in the percentage of students at or above the 40th percentile from grade 7 to grade 8. The data also shows a decrease in the percentage of students in need of intervention or urgent intervention.

Root Cause of PAI

While we have not been able to accurately pinpoint the root cause of our continued decline in overall math scores, we do attribute our decrease in the percentage of students identified as needing intervention to the implementation of a structured IMPACT program with a criteria-based student selection progress. With the exception of seventh grade, we see a decrease in the percentage of students at or above the benchmark as students move from elementary to middle school. Through collaborative discussions, we have focused on the application of skills rather than teaching skills in insolation. We have found through walkthroughs and observational data that our students struggled to isolate the question and identify important information in extended response questions. We also see the need to foster grit and persistence when it comes to solving multistep problems. This information, combined with collaborative discussions, has led us to implement close reading strategies as part of the problem-solving process. Current Star Math data shows an increase in the number of students at or above grade level.

Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	Student Proficiency (Pass Rate)	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

Statement or Question: Grade(s)

Response:

- 6th Grade
- 7th grade
- 8th grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

Parkview has historically shown a pattern of ups and downs on overall ISTEP data. There was a fair increase up to 2010-2011 and then a slight drop in 2011-2012. There was another slight increase in 2012-2013, but then when 20 additional IMAST testers were added to ISTEP in 2013-2014, there was another dip in overall ELA scores. Once the new test over the more rigorous standards was implemented, we saw a drop similar to other schools around the state. The released score for the 2016 Spring ISTEP+ shows an overall drop of 2.6% pass rate from the previous year.

Root Cause of PAI

It is still unclear why our data shows such a trend of ups and downs across the years. When looking at the overall trend data over the past three years, the only change indicator is the addition of approximately 22 IMAST testers to the ISTEP in order to prepare for the more rigorous assessment in 2015. This created a slight drop in overall ELA performance from 2013 to 2014. When we looked at the ISTEP assessment by standards performance, they were all consistently even drops from the previous year. We recognize the importance of strengthening our special education program in order to prepare all students for the new rigorous standards and assessment.

Turnaround Principles

Turnaround Principle 1: Effective Leadership - Strategies

Goal 1:

By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Goal 2:

By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Strategy1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Strategy2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility

Monitor the Implementation of the Fundamental Five

Teacher Training on the Gradual Release of Responsibility

Teacher Training on the Fundamental Five

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Goal 3:

By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.

Measurable Objective 1:

achieve college and career readiness by reducing the number of students who receive an office discipline referral by 06/01/2017 as measured by SWIS and PowerSchool.

Strategy1:

Tier 2 & 3 Interventions - Action Steps for Completion -Professional development will be provided through period zero collaboration -

Continued grade level collaboration during common meeting times -Additional support will be provided by the Behavior Improvement

Coordinator and members of the PRIDE Leadership team. -Google Classroom

Research Cited: Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Evidence of success: Discipline Data, Tier 2 and 3 Intervention Data

Activity - Student Improvement Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Academic Support Program Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal

Activity - Check In/Check Out Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Strategy2:

Tier 1 PBIS - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade

level collaboration during common meeting times -Support will be provided by the Behavior Improvement Coordinator and other members of

the PRIDE Leadership team. -Google Classroom

Research Cited: Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Evidence of success: Discipline Data, Attendance Data,

Activity - HOUSE Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal

Activity - Schoolwide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal

Statement or Question: Turnaround Principle 1: Effective Leadership - PAI

Response:

- •PAI 1
- •PAI 2
- •PAI 3

Turnaround Principle 2: Climate and Culture - Strategies

Goal 1:

By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.

Measurable Objective 1:

achieve college and career readiness by reducing the number of students who receive an office discipline referral by 06/01/2017 as

measured by SWIS and PowerSchool.

Strategy1:

Tier 1 PBIS - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade

level collaboration during common meeting times -Support will be provided by the Behavior Improvement Coordinator and other members of

the PRIDE Leadership team. -Google Classroom

Research Cited: Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Evidence of success: Discipline Data, Attendance Data,

Activity - HOUSE Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal

Activity - Schoolwide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal

Strategy2:

Tier 2 & 3 Interventions - Action Steps for Completion -Professional development will be provided through period zero collaboration -

Continued grade level collaboration during common meeting times -Additional support will be provided by the Behavior Improvement

Coordinator and members of the PRIDE Leadership team. -Google Classroom

Research Cited: Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Evidence of success: Discipline Data, Tier 2 and 3 Intervention Data

Activity - Check In/Check Out Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Activity - Student Improvement Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Academic Support Program Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal

Statement or Question: Turnaround Principle 2: Climate and Culture - PAI

Response:

 •PAI 3

Turnaround Principle 3: Effective Instruction - Strategies

Goal 1:

By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Goal 2:

By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Strategy1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Strategy2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility

Monitor the Implementation of the Fundamental Five

Teacher Training on the Gradual Release of Responsibility

Teacher Training on the Fundamental Five

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Instructional Coach

Statement or Question: Turnaround Principle 3: Effective Instruction - PAI

Response:

    •PAI 1

    •PAI 2

Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies

Goal 1:

By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Goal 2:

By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Strategy1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Strategy2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the

Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps

Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing

Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility

Monitor the Implementation of the Fundamental Five

Teacher Training on the Gradual Release of Responsibility

Teacher Training on the Fundamental Five

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Statement or Question: Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI

Response:

   •PAI 1
   •PAI 2

Statement or Question: Turnaround Principle 5: Effective Staffing - PAI

Response:

•PAI 1
•PAI 2

Turnaround Principle 6: Effective Use of Data - Strategies

Goal 1:

By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Goal 2:

By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Strategy1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Strategy2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility

Monitor the Implementation of the Fundamental Five

Teacher Training on the Gradual Release of Responsibility

Teacher Training on the Fundamental Five

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Goal 3:

By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.

Measurable Objective 1:

achieve college and career readiness by reducing the number of students who receive an office discipline referral by 06/01/2017 as measured by SWIS and PowerSchool.

Strategy1:

Tier 1 PBIS - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade

level collaboration during common meeting times -Support will be provided by the Behavior Improvement Coordinator and other members of the PRIDE Leadership team. -Google Classroom

Research Cited: Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Evidence of success: Discipline Data, Attendance Data,

Activity - Schoolwide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal

Activity - HOUSE Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal

Strategy2:

Tier 2 & 3 Interventions - Action Steps for Completion -Professional development will be provided through period zero collaboration - Continued grade level collaboration during common meeting times -Additional support will be provided by the Behavior Improvement Coordinator and members of the PRIDE Leadership team. -Google Classroom

Research Cited: Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Evidence of success: Discipline Data, Tier 2 and 3 Intervention Data

Activity - Check In/Check Out Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Activity - Student Improvement Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Academic Support Program Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal

Statement or Question: Turnaround Principle 6: Effective Use of Data - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 7: Effective Use of Time - Strategies

Goal 1:

By May 2017, > 64% of students in grades 6-8 will pass the English/Language Arts portion of the ISTEP assessment.

Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in English Language Arts by 06/01/2017 as measured by the Star Reading Benchmark.

Strategy1:

The Fundamental Five - Action Steps to Complete

-Review and Implement the following steps:

1. Framing the Lesson

2. Working in the Power Zone

3. Frequent Small Group Purposeful Talk

4. Recognize and Reinforce

5. Write Critically

-Train new teachers on the steps

Materials and Resources Needed

-books for new teachers

Monitoring

Walk throughs

Observations

Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing

Platform

Evidence of success: Walk through data

Observation data

Student work samples

Lesson plans

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration meetings Grade level collaboration meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero collaboration Grade level collaboration Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Academic Coach

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Goal 2:

By May 2017, > 64% of students in grades 6-8 will pass the math portion of the ISTEP assessment.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in numeracy in Mathematics by 06/01/2017 as measured by the Star Math Benchmark.

Strategy1:

Gradual Release of Responsibility - Action Steps for Completion -Professional development will be provided through Parkview SIG Academy -Continued grade level collaboration during common meeting times -Instructional support will be provided by the Academic Coach Materials and Resources Needed -Fisher and Frey resource books -Google Classroom -Collaboration time Monitoring Walk throughs Observations Weekly grade level data meetings

Research Cited: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Evidence of success: Fisher, D., & Frey, N. (2008). Better learning through structured teaching; A framework for gradual release of responsibility. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitor the Implementation of the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk throughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Academic Coach

Activity - Teacher Training on the Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Meetings Grade Level Collaboration Meetings Parkview SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Strategy2:

The Fundamental Five - Action Steps to Complete -Review and Implement the following steps: 1. Framing the Lesson 2. Working in the Power Zone 3. Frequent Small Group Purposeful Talk 4. Recognize and Reinforce 5. Write Critically -Train new teachers on the steps Materials and Resources Needed -books for new teachers Monitoring Walk throughs Observations Grade level collaboration meetings

Research Cited: Cain, S., & Laird, M. (2011). The fundamental 5: The formula for quality instruction. CreateSpace Independent Publishing Platform

Evidence of success: Monitor the Implementation of the Gradual Release of Responsibility

Monitor the Implementation of the Fundamental Five

Teacher Training on the Gradual Release of Responsibility

Teacher Training on the Fundamental Five

Activity - Monitor the Implementation of the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs and instructional observations	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Principal, Assistant Principal, Instructional Coach

Activity - Teacher Training on the Fundamental Five	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Period Zero Collaboration Grade Level Collaboration Parkiew SIG Academy	Professional Learning	08/01/2016	06/01/2017	$0 - General Fund	Instructional Leadership Team, Principal, Assistant Principal, Instructional Coach

Statement or Question: Turnaround Principle 7: Effective Use of Time - PAI

Response:

- •PAI 1
- •PAI 2

Turnaround Principle 8: Family & Community Engagement - Strategies

Goal 1:

By May 2017, > 80% of students in grades 6-8 will not receive an office discipline referral.

Measurable Objective 1:

achieve college and career readiness by reducing the number of students who receive an office discipline referral by 06/01/2017 as measured by SWIS and PowerSchool.

Strategy1:

Tier 1 PBIS - Action Steps for Completion -Professional development will be provided through period zero collaboration -Continued grade level collaboration during common meeting times -Support will be provided by the Behavior Improvement Coordinator and other members of the PRIDE Leadership team. -Google Classroom

Research Cited: Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Evidence of success: Discipline Data, Attendance Data,

Activity - HOUSE Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in team building activities, explore college and career pathways, and participate in service learning opportunities.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Behavior Improvement Coordinator, Counselors, Assistant Principal, Principal

Activity - Schoolwide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of schoolwide infraction plan and continued parent communication about behavioral concerns.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Teachers, Dean of Students, Behavior Improvement Coordinator, Assistant Principal, Principal

Strategy2:

Tier 2 & 3 Interventions - Action Steps for Completion -Professional development will be provided through period zero collaboration -

Continued grade level collaboration during common meeting times -Additional support will be provided by the Behavior Improvement

Coordinator and members of the PRIDE Leadership team. -Google Classroom

Research Cited: Positive Behavioral Interventions & Supports - OSEP. (n.d.). Retrieved January 20, 2016, from http://www.pbis.org/

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Kafele, B. (n.d.). Closing the attitude gap: How to fire up your students to strive for success.

Curwin, R. (2010). Meeting students where they live motivation in urban schools. Alexandria, Va.: ASCD.

Evidence of success: Discipline Data, Tier 2 and 3 Intervention Data

Activity - Check In/Check Out Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Tier 2 and 3 check in/check out program for students meeting the established criteria.	Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Behavior Improvement Coordinator, Counselors, Dean of Students, Assistant Principal, Principal

Activity - Student Improvement Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meeting to develop an intervention plan for students identified as struggling academically or behaviorally.	Academic Support Program Behavioral Support Program	08/01/2016	06/01/2017	$0 - General Fund	Counselors, Behavior Improvement Coordinator, Assistant Principal, Principal

Statement or Question: Turnaround Principle 8: Family & Community Engagement - PAI

Response:

•PAI 3

SAP Turnaround Principles

Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework.

Turnaround Principle 1: School Leadership

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Effective- The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all. The mission, vision, and underlying core beliefs direct, influence, and guide decision making on student academic excellence (college/career readiness) and healthy social/emotional development. The principal continuously articulates and inspires the school community to enact the vision. The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	•School focus groups •School Improvement Plan (SIP) •School vision & belief statement •School climate surveys •Attendance records •Walkthrough observations •School documents, meetings, & artifacts showing vision, core beliefs in action	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Effective- Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community. A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years. Staff is familiar with priorities for improvement and details of the school improvement plan. Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	•Formative Achievement data •School vision and mission statements •Evidence of monitoring of action plan goals frequently and continuously •Administrative Walk-through data •School climate surveys •School Improvement Plan	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	Highly Effective- The principal ensures students and adults feel safe and welcomed, ready to learning and teach; the facility is exemplary. [2.1] There is a clear and consistent behavior systems of rewards and consequences in use, goals are consistently met or surpassed. [2.1] The school community ensures a safe, orderly, and equitable learning environment exists for all students and regularly monitors its implementation. [2.1] The principal engages the school community in reviewing culture and climate data, including surveys and observable data, and solicits feedback about what needs to happen to ensure explicit goals are met and that the school community takes pride in their school. The school is the center of community activity. [6.1]	•School Discipline plan •School climate surveys •Master & bell schedules •School faculty/student handbook •Teacher observation & evaluation data •Administrative walk-through data – student engagement indicator	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Effective- The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3] The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3] The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. The principal responds when adults display low assumptions about student potential. The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1]	•School vision and belief statements •School staff, student, parent handbooks •School climate surveys •Posted academic Standards and rubric •Administrative walk-through data •Posted behavior standards •School discipline plan	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Effective- The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.1] All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2] The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3] The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2] The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]	•Teacher observation & evaluation data •District curriculum guides •Grade level & content level meeting agendas and minutes •Formative assessments •Administrative Walk-through data •PLC agendas and minutes •Lesson plan format	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Effective- The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3] Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5]	•Grade & content level meeting agendas and minutes •Data team agenda and minutes •Administrative walk-through data •Common Assessments •Professional development plan	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	Effective- The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2 Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. [6.3]	•Grade & content level meeting agendas and minutes •Common assessment data •Data team agendas and minutes •Teacher observation and evaluation data •Administrative walkthrough data	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	Effective- The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1] The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	•School Improvement Plan •Lesson plans •Master schedule •Grade & content level meeting agendas and minutes	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	Effective- The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1] The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1] The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1] The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5] The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2] The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3] The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3] The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently under-performing staff and follows the protocols for removal of ineffective teachers. [5.5]	•Master schedule •Policy for teacher placement •Staffing assignment chart	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	Effective- The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1] The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1] School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [8.2]	•School, staff, parent, student handbooks •School climate surveys •List of family and community engagement activities and attendance •List of outreach programs for families with struggling students.	Effective

Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.	Effective-Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order. There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community. There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms. Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	•School climate surveys •Student/parent/staff handbooks •Walkthrough observations •Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) •Attendance records •Student behavior management plan/code of conduct	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Effective- Academic learning time is protected and prioritized. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies. Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth. Staff is continuously engaged in practices to promote professional growth.	•Disaggregated staff and student attendance data •Discipline and behavioral referrals •Administrative walkthrough data •Student and staff handbooks •Professional development plan •School climate surveys •PLC agenda and minutes	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Highly Effective- Systematically and regular diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices. Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework. Students take responsibility for their own learning. Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data. There is a clearly identified active social network to provide academic, social/emotional, and behavioral support to students and their families and to communicate high expectations.	•Posted academic standard/rubrics •Posted behavior standards •Informal classroom observations •Administrative walkthrough frequency •School discipline plan •School mission, belief and vision statements •Student/parent handbooks •School climate surveys	Highly Effective

Turnaround Principle 3: Effective Instruction

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Effective- Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objectives are and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	•Informal and formal teacher observations •Administrative walkthrough data •Lesson plans •Posted lesson objectives	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Effective- Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	•Examples of student work •Lesson plans •Informal and formal teacher observations •Administrative walkthrough data	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Effective- Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective. Instructional strategies and groupings are adapted based on teachers' CFUs as well as other forms of data. Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not. Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	•Walkthrough observations •Student grouping plan •Lesson plans	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Effective- Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards. Teachers approach content from many angles to support all learning styles. Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	•Walkthrough observations •Lesson plans •Teacher certifications	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Effective- Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis. Multiple measures of data are present and reviewed in every teacher meeting. Lessons include re-teaching and spiraling based on CFUs and evidence of student learning. Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	•Common assessments and rubrics •Content/grade level meeting agendas and minutes •Data protocols	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Effective- Academic progress is monitored through discussions of student data with the leadership team. Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	•Formative and summative assessment data •Administrative walkthrough data •Discipline reports	Effective

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Effective- The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards. The instructional sequence is mapped and calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	•District curriculum guides •Walkthrough observations •Lesson plans	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Effective- All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing. Teachers are using curriculum maps with sequences student learning objectives to plan instruction. Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.	•Grade and content level meeting agendas and minutes •Common assessments •Administrative walkthrough data •Lesson plans •Informal and formal teacher observations and evaluations	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels link to the Indiana Academic Standards aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms. Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction. The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.	•Common assessment	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective- All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards.The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	•Lesson plans •School-based budget •District and/or State model curriculum	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Effective- Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.	•Data protocol and discussion results •Master schedule •School improvement plan •Meeting agendas and minutes •Walkthrough observations	Effective

Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Effective- The school leadership engages in school-wide observations and provides feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations. Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement. Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	•Teacher development practices •Walkthrough observations	Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Effective-Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals. Structures are established and used for job-embedded collaborative learning. Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective. All new teachers and all teachers with specific development needs are mentored by highly skilled peers. All teachers not previously rated as effective are effective by the end of the year.	•School climate surveys •Professional development plan •PD topics links to data from teacher observations	Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Effective- Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention. Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior. Staff identified as "not aligned" and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.	•Staffing assignment chart •Master schedule	Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective- Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. Professional development includes individual, collaborative and shared reflective opportunities.	•Professional development plans •School climate surveys	Effective

Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Effective- Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	•Data from social workers and guidance staff •School climate surveys •Artifacts and student progress •Needs assessment data •Discipline and referral data •Attendance data	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Effective- Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data. Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data. Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.	•Needs assessment data •Data analysis documentation •Data analysis summaries/reports	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Effective- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	•Needs assessment data •Data analysis documentation •School improvement plan •Data team work •Master schedule	Effective

Turnaround Principle 7: Effective Use of Time

Indicator	Statement or Question	Response	Evidence	Rating
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Effective- The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students. Students are enrolled in level appropriate classes on the first day of school with few changes required. Instructional time is protected with few interruptions. Transition times are used effectively to maximize learning.	•Master schedule •Professional development plan	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	Effective- At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas. The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	•Samples of individual student schedules •Scheduled intervention time •Master schedule	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Highly Effective- Teachers have on-going consistent and sufficient times for grade/content level meetings, as well as vertical staff collaboration. The master schedule requires teachers to learn from each other, as well as experts in the field through job-embedded professional development. Topics for teachers collaboration time are clearly outlined and aligned to the School Improvement Plan and the master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purpose of professional development.	•Professional development plan •Minutes of teacher meetings •Master schedule	Highly Effective

Turnaround Principle 8: Effective Family and Community Engagement

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Effective- Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means. Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly. School leaders and faculty teaches families how to use parent portals that provide real-time information on student performance.	•List of family and community engagement activities •Student and parent handbooks •Job description of family/community engagement staff	Effective

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Effective- Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	•Job description of family and community engagement staff •Student and parent handbooks •List of outreach programs for families with struggling students •List of family and community engagement activities and attendance •School guidance plans	Effective

Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.	Yes	We have attached a copy of the Student Achievement Plan for the current school year and a copy of the previous year's plan for each of the Turnaround Principles.	SAP 2015-2016 SAP 2014-2015

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.	Yes	See SAP attached in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.	Yes	See attached SAP plans in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.	Yes	See attached SAP plans in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.	Yes	See attached SAP plans in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.	Yes	See attached SAP plans in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.	Yes	See attached SAP plans in Principle #1.	

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.	Yes	See attached SAP plans in Principle #1.	

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

We will continue our work with the Fundamental Five and the Gradual Release of Responsibility through the SIG grant we received in 2015. Our focus will be placed on improving classroom instruction and continuing to provide a more structured instructional framework.

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.

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	0853
Building Name	Park View 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)	Jeremy T Stewart
Principal's Signature	
Date Signed	9-16-16

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>.

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
Jeremy Stewart	Principal	
Melissa Bower	Assistant Principal	
Ron Calabro	GCEA Representative	
Barb Tull	Literacy Coach	
Carrie Howe	AIC	
Pam Hall	BIC	
Susan Wilcox	SS Teacher	
Kim Hensley	Math Teacher	
Christy Davis	SpEd Teacher	
Tatiana Romanko	Chorus Teacher	
Chelsea Waldrews	Math Teacher	
Kim Meador	ELA Teacher	
Steve Tull	Math/Science Teacher	
Susan Botts	SpEd Teacher	
Adam Lord	Counselor	