



Indiana School Improvement Plan

River Valley Middle School

Greater Clark County Schools

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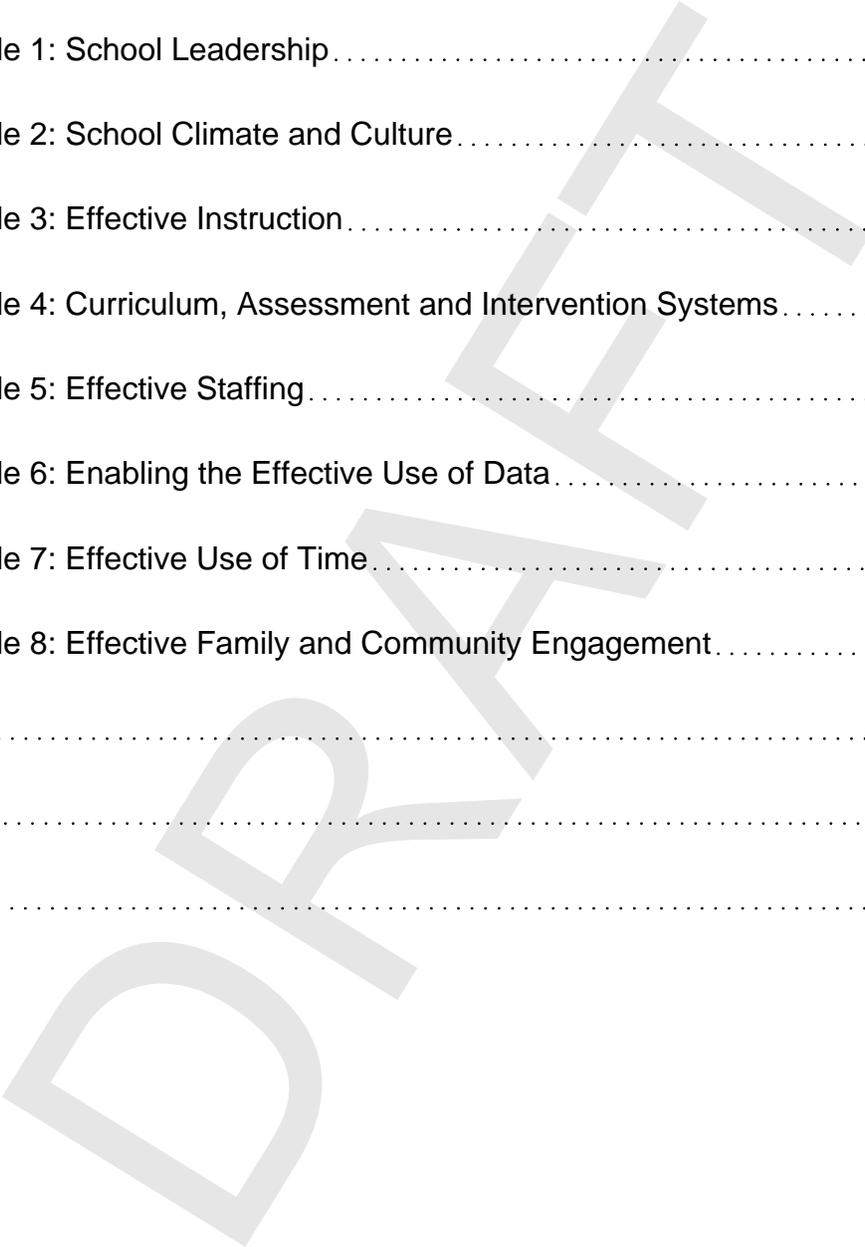
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Introduction

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.

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Executive Summary

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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.

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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?

River Valley Middle School of Jeffersonville, Indiana, serves 909 students from diverse socio-economic and cultural backgrounds. The school is a part of the Greater Clark County School system. The Greater Clark School Corporation, GCCS, serves approximately 10,200 students and consists of three high schools, four middle schools, twelve elementary schools, a self-contained options facility and an alternate middle/high school. The mailing address for the school is 2220 Veterans Parkway, Jeffersonville, Indiana 47130. The school's web site is <http://www.gcs.k12.in.us/rvms>. Located in the Louisville, Kentucky metropolitan region, River Valley is one of two middle schools in the school corporation that advances students to Jeffersonville High School.

River Valley has experienced a 50+ growth in our student population this school year. We have several students attending on a transfer from other local schools. The socio-economic remained stable at an average of 61% of our student population. Our population is very diverse with 17.8% of our students Hispanic and 16.2% of our population African American. We are the middle school magnet for English Language Learners in our community.

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.

Vision

Engaging students for success and learning without limits.

Mission

Inspiring our diverse student population to responsibly learn with no limits, no excuses, and PRIDE to insure lifelong success.

Belief Statements

We believe that learners and learning should be...

#cReatiVe

#bRaVe

#collaboRatiVe

#impRessiVe

We share our mission and vision with our students and community weekly at River Valley Middle School. We use social media outlets like Twitter, Facebook, and InstaGram to share our story. Teachers use our belief statement hash tags to celebrate and focus the work being done in our classes. Students are recognized for their academic and behavior growth in individual classes and at school-wide functions.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years River Valley has had a new administrator placed and a realignment of the building leadership team. We made our school culture and climate a priority focus. Our staff has collaborated to revise our mission and vision statements and are working to implement a school-wide, consistent student behavior plan. Our student survey shows that 80% of our students feel that they get the recognition they deserve.

Areas of improvement in the next three years include the areas of student success in english arts, math, and PRIDE (character, culture indicators). We want our students to pass ISTEP+ Ela at 62% and ISTEP+math at 55%. Based upon secondary measures of academic improvement we show that currently 55% of River Valley Middle School students read at grade level based upon STAR Reading and 76% complete math standards at grade level.

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Additional Information

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

We are very proud of our school-wide Positive Behavior Support Plan (PRIDE). Our staff has worked very hard to consistently recognize and support our students behavior and engagement in learning. We use parent emails and a school-wide messenger system to keep our community informed. Social media plays a big role in the River Valley story. We make sure that weekly activities, students, and our community are highlighted and informed of events. We are telling our story and providing graphic evidence of our student and staff engagement.

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Improvement Plan Stakeholder Involvement

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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.

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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.

Building Leadership Committee and PTO

The Building Leadership team is selected by the Principal after sharing the job description and talking with people about the vision of the team. Our stakeholders for our parent/teacher organization are selected through nominations and an election open to all parents.

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

Teachers - Our building leadership team worked on the turn around principals. We took information to the staff about each principal and gathered input.

Parents, - met with teacher representatives and reviewed our plan. Parents helped us organize and sponsor some of our community events.

Students - Student Council - talked about walk-throughs and the information they give our school.

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

It was posted on our website for all stakeholders.

Self Assessment

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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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.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 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.	<ul style="list-style-type: none"> •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

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•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.

Based upon the survey data of our stakeholders, Standard 1: Purpose and Direction is a strength for River Valley Middle School. We recently revised our Mission and Vision statement. Our area of strength with this shows the amount of time spent discussing with all staff, leadership team, and parents previous statements and dialogue about our current non-negotiables in relation to our school and what needed to change to meet the current needs of our staff and students. Our meeting record forms and Google Docs show the meetings that focused on our beliefs and statements that guide our daily work. We also make these discussion points regularly at meetings with our staff and community.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•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 3

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

Our areas of strength include autonomy to meet goals for achievement and instruction and fostering a staff culture consistent with the school's purpose and direction. We constantly work on ways to make our culture one of student success and family support. RVMS schedules community events to celebrate our diversity and accent our positive contributions to our community.

An area of weakness is our engagement of stakeholder groups to work collaboratively on school improvement efforts. We have a community/business advisory committee that meets each quarter to provide feedback on initiatives. Local community groups and religious organizations Our staff is committed to communication with parents about current events and academic work. We struggle to get our stakeholders in our building. Our staff has a plan for meeting at each of our feeder schools to help with attendance barriers.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •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.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	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.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 2

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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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> List of students matched to adult advocate Survey results Master schedule with time for formal adult advocate structure 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> Evaluation process for grading and reporting practices Survey results 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.	<ul style="list-style-type: none"> Survey results Crosswalk between professional learning and school purpose and direction 	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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> Survey results List of learning support services and student population served by such services Data used to identify unique learning needs of students 	Level 2

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

One area of strength for RVMS is our pacing guides and assessments that are used by all staff. We are aware of where our students are and where we need to be headed. We use collaboration time, classroom walk-throughs, and staff data to look at next steps in the learning

process. We use out data to be responsive to student needs. We look at common assessments, corporation assessments, and STAR to make sure our student progress is moving in the right direction.

One area of weakness is still a master collaboration schedule that allows for all participants to be together for the extended blocks of time for planning purposes. Time is a precious commodity.

Mentoring, coaching, and induction programs for new staff is an area of concern. We assign master teachers to new staff but struggle to have a schedule of activities just for them.

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Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 2

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •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.

Our strengths that were noted were the use of media and information sources used by our students and staff. We have a one to one technology initiative and our staff does a good job of engaging learners with technology.

The areas of weaknesses that were address were the shortage of certified staff issues we currently have. We also struggle to keep our class sizes lower due to out double block schedule. Our school facility is a an open concept building and is a safety concern for all. We did not pass a building referendum in November and are currently looking at creative ways to use limited resources.

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Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •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.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results 	Level 3

Indiana School Improvement Plan

River Valley Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

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

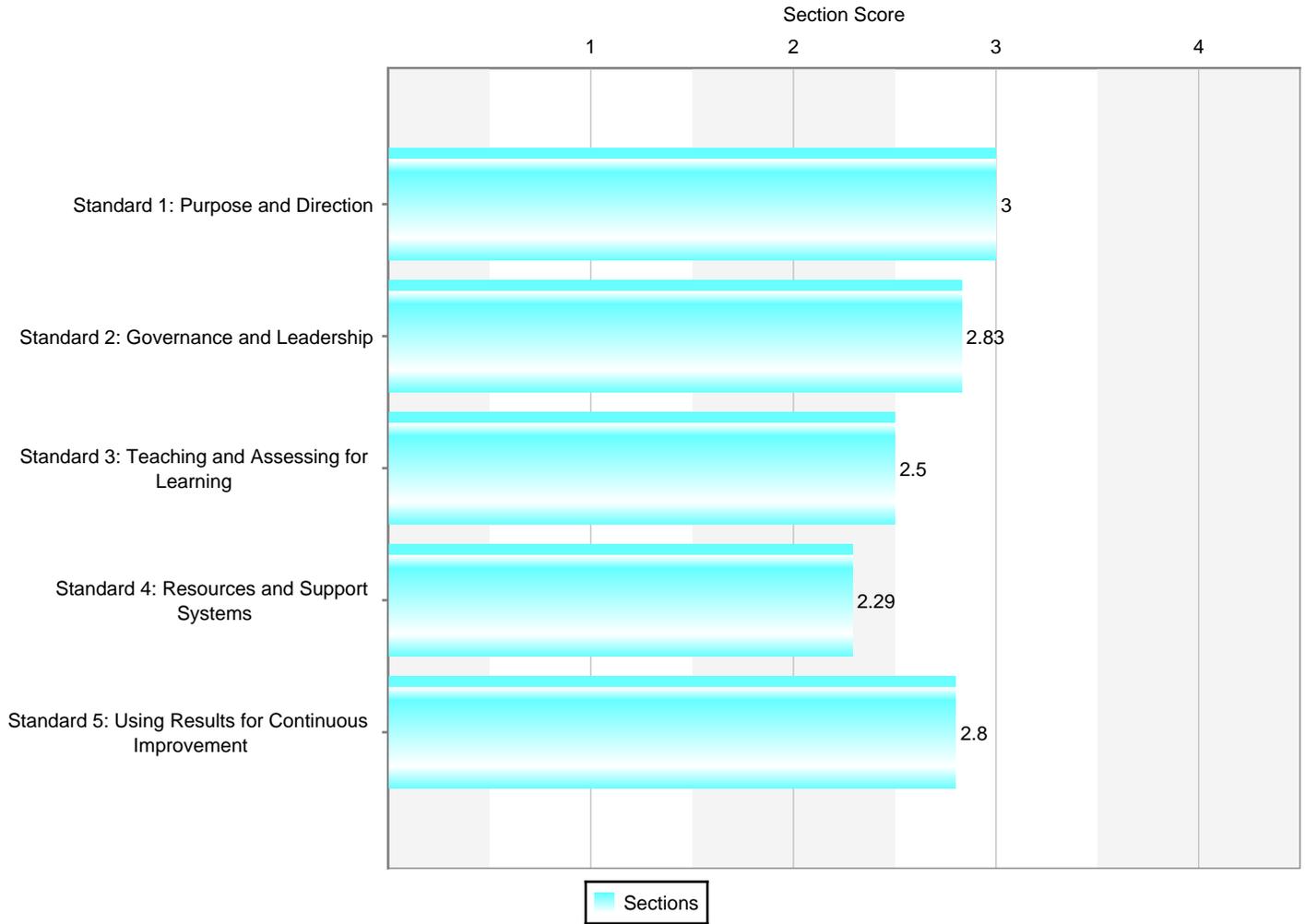
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

We have an established and clearly defined assessment system. We use learning checks, STAR, Common Quarterly Assessments to check student progress from a variety of sources. We collect and analyze this data each quarter to inform student learning instruction and assess the effectiveness of programs.

We still struggle with answering the question of what to do when students do not learn. We discuss each area of concern and share instructional strategies. We read articles and books as a team and do walk-throughs to monitor implementation fidelity.

Report Summary

Scores By Section



Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Key ISTEP+ Data 2016-2017

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Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

No areas are above the expected levels of performance. We did make a 2% gain in our overall performance in ELA and Math. We are hoping to see high growth in our students in comparison to last year.

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

ELA and Math scores increased 2% in the overall categories with our ELA scores just missing 60% overall passing. We are waiting for growth data to see how we are supporting our below level students. We have shown a positive trend in our STAR Reading Data at the local school level.

Which area(s) indicate the overall highest performance?

Our overall highest performance is our 6th and 8th grade ELA with 59% of our students meeting overall mastery.

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

The last growth data we had showed our LEP sub groups had consistent growth overall in ELA passing performance.

Between which subgroups is the achievement gap closing?

The achievement gap is not closing significantly for any group.

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

For notable achievement, findings are not consistent with other data sources. Our only consistent findings are address in areas in need of improvement.

Areas in Need of Improvement

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

2016 ELA and Math passing rates are below expected level of performance. ELA overall passing rate for 2016 was 57.6% and Math overall passing rate was 43%.

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

From 2015-2016 we showed an overall positive trend for both ELA and Math.

Which area(s) indicate the overall lowest performance?

Our Math scores indicate the lowest overall performance with 43% passing.

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

According to our most recent disaggregated data, our Black subgroup shows a trend toward decreasing performance in math.

Between which subgroups is the achievement gap becoming greater?

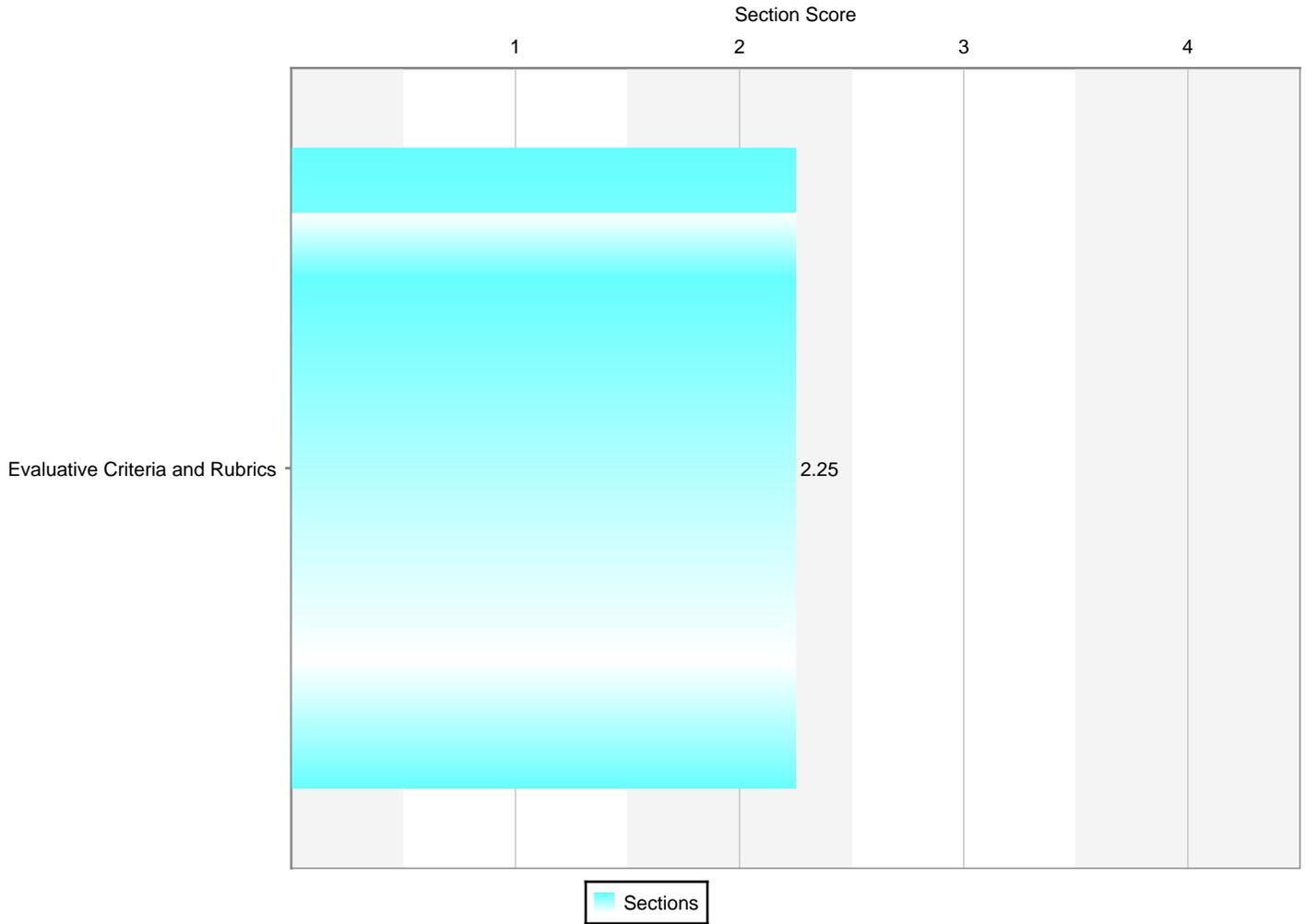
According to our most recent disaggregated data, the special ed and black sub groups are showing greater achievement gaps overall in ELA and Math.

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

The 2016 ELA passing rate 57.6% is consistent with 2016 STAR Reading data with 55% meeting benchmark.

Report Summary

Scores By Section



3 year Goal Plan

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Overview

Plan Name

3 year Goal Plan

Plan Description

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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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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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):

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Title I Schoolwide Plan Requirements

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

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	Completed	

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	Completed	

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

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

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Completed	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Completed	

Indiana School Improvement Plan

River Valley Middle School

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	Completed	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Completed	

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	Completed	

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	Completed	

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	Completed	

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	Completed	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	Completed	

SAP PAI Root Cause Analysis

DRAFT

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.

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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 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

Students do not persevere to solve multi-step math problems well and do not work or spend enough time practicing the application of mathematical practices.

Root Cause of PAI

Our instruction focuses on a more linear approach to math skills and students struggle with conceptual understanding and applying the skills to scenario questions.

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	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	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Students do not read, comprehend, and respond to text at grade level. They are unable to extend the responses with text based evidence.

Root Cause of PAI

Instruction needs to focus students reading and responding to text 100 lexile points above current reading level. Students also must receive scaffolded instruction in grade level text that requires them to read and respond to rigorous questions.

Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	College and Career Readiness	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

Too many students have reduced instructional time due to behavioral referrals and removal from classrooms.

Root Cause of PAI

Inconsistent implementation of PBIS?PRIDE program.

Turnaround Principles

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

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

Response:

- PAI 1
- PAI 2
- PAI 3

SAP Turnaround Principles

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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.

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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.	<ul style="list-style-type: none"> •School accident/student health reports •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.	<ul style="list-style-type: none"> •Formative Achievement data •School vision and mission statements •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.	Improvement Necessary- The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1] The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise. [2.1] The principal has in place procedures to monitor and support a safe and orderly environment but they are not followed consistently by staff. [2.1] The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended. [6.1]	<ul style="list-style-type: none"> •School Discipline plan •School climate surveys •Master & bell schedules •School faculty/student handbook •Teacher observation & evaluation data •Administrative walk-through data – student engagement indicator 	Improvement Necessary

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]	<ul style="list-style-type: none"> •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]	<ul style="list-style-type: none"> •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 	Effective

Indiana School Improvement Plan

River Valley Middle School

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.	Highly Effective- The principal provides teachers with a data management system with analytic tools to gain insight into how students are performing, how to design ongoing instruction, and monitors the teachers' use during collaboration time. [4.3] Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all. [6.3]	<ul style="list-style-type: none"> •PLC agendas and minutes •Grade & content level meeting agendas and minutes •Administrative walk-through data •Common Assessments •Professional development plan 	Highly Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and ongoing 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]	<ul style="list-style-type: none"> •Grade & content level meeting agendas and minutes •Common assessment data •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.	Highly Effective- The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [7.1] All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3] The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]	<ul style="list-style-type: none"> •School Improvement Plan •Lesson plans •Master schedule •Grade & content level meeting agendas and minutes 	Highly Effective

Indiana School Improvement Plan

River Valley Middle School

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]	<ul style="list-style-type: none"> •School Improvement plan •Master schedule •School Climate surveys •Formal and Informal observations and evaluations •Policy for teacher placement •Grade & content agenda and minutes •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]	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •School climate surveys •Student/parent/staff handbooks •School accident/student health reports •Walkthrough observations •Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) •Attendance records •School/district safety plan •Student behavior management plan/code of conduct •Facility inspection reports 	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.	<ul style="list-style-type: none"> •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

Indiana School Improvement Plan

River Valley Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Effective-High expectations for staff and students are exhibited and high quality teaching is the norm. Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum. Students and adults receive meaningful feedback and interventions that contribute to continuous improvement. The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	<ul style="list-style-type: none">•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	Effective

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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.	Improvement Necessary- Teachers pose and explain student learning objectives, though they are not always clear and measurable. Students can articulate what the learning objective is, but not always why it matters to their learning and growth. Lesson objectives are not consistently aligned to the standards-based curriculum.	<ul style="list-style-type: none"> •Informal and formal teacher observations •Administrative walkthrough data •Posted lesson objectives 	Improvement Necessary

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.	<ul style="list-style-type: none"> •Examples of student work •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.	Improvement Necessary- Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives. Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use.	<ul style="list-style-type: none"> •Walkthrough observations •Student grouping plan 	Improvement Necessary

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.	<ul style="list-style-type: none"> •School climate surveys •Walkthrough observations •Teacher certifications 	Effective

Indiana School Improvement Plan

River Valley Middle School

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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Student/parent handbook •Formative and summative assessment data •School climate surveys •Administrative walkthrough data •Discipline reports 	Effective

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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.	<ul style="list-style-type: none"> •District curriculum guides •Walkthrough observations 	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.	<ul style="list-style-type: none"> •Grade and content level meeting agendas and minutes •Common assessments •Administrative walkthrough data •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.	<ul style="list-style-type: none"> •Common assessment •Professional development plan/agenda 	Effective

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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.	<ul style="list-style-type: none"> •School-based budget •Inventory of instructional materials and resources 	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.	<p>Highly Effective- The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment, and other resources. There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and Mathematics.</p> <p>All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction.</p> <p>Time is allocated to ensure program fidelity and is adjusted to best meet student needs. Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.</p>	<ul style="list-style-type: none"> •Data protocol and discussion results •Master schedule •School improvement plan •Meeting agendas and minutes •Walkthrough observations 	Highly 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.	<ul style="list-style-type: none"> •School climate surveys •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.	<ul style="list-style-type: none"> •School climate surveys •Professional development plan •PD topics links to data from teacher observations 	Effective

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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.	<p>Effective- Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> •School climate surveys •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.	<p>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.</p>	<ul style="list-style-type: none"> •Professional development plans •School climate surveys 	Effective

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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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Needs assessment data •Samples of data presented to staff •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.	<ul style="list-style-type: none"> •Data analysis summaries and reports •Needs assessment data •Data analysis documentation •Samples of data presented to staff •School improvement plan •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.	<ul style="list-style-type: none"> •School climate surveys •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.	Highly Effective- All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year. All students two or more years below grade level receive diagnostic assessments.	<ul style="list-style-type: none"> •Samples of individual student schedules •Scheduled intervention time •School climate surveys •Master schedule 	Highly 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.	Effective- Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration. The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development. Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	<ul style="list-style-type: none"> •Professional development plan •Minutes of teacher meetings •Master schedule 	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.	Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	<ul style="list-style-type: none"> •List of family and community engagement activities •Student and parent handbooks •School climate surveys 	Improvement Necessary

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.	<ul style="list-style-type: none"> •Family surveys •School climate surveys •Student and parent handbooks •List of outreach programs for families with struggling students •List of family and community engagement activities and attendance 	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.	No	Our STAR data for monitoring student progress increased in Reading from 52% (2014-15) to 54% (2015-16) and in Math from 64% (2014-15) to 74% (2015-16). Our preliminary ISTEP+ 2016 results show 2-3% growth in each area (ELA & Math). Weekly walk-throughs of all 54 classroom teachers are conducted with immediate feedback. Leadership provides weekly facilitated collaboration and focused job-embedded professional development with all departments. We are focused on our Priority Areas for Improvement and are continuing in the right direction.	

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.	No	Our staff and parent surveys show a much improved satisfaction rating over the past 3 years. Parents appreciate the enhanced weekly communication via email and social media with teachers. Relationship building between teachers/staff and students has been a focus through PRIDE/PBIS. Through surveys, all students will identify adults in the building as their support/go to person.	

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.	No	Updated district pacing guides, pre/post tests, and Common Quarterly Assessments are used to form instruction. Weekly data meetings look at student work and progress so adjustments can be made. Small group guided instruction is a focus this year with modeling and support provided by Instructional Coaches on a weekly basis. Weekly staff walk-throughs are conducted with a focus on rigor, engagement, objectives, and products to facilitate conversations about improvement and growth.	

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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.	No	All students participate in a daily, 45 minute IMPACT class for intervention or enrichment support in ELA and Math. An additional 50 minute block of Math/Reading support is provided for students in need based upon STAR Reading/Math and ISTEP+ data. Students are monitored monthly through STAR and adjustments are made, as necessary. District common formative assessments are used as well for intervention and small group guided instruction.	

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.	No	A district staff model guide is followed for staffing. All new staff are provided with professional development support. First year teachers are paired with a mentor teacher. Decisions about students placement are based upon progress.	

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.	No	We have a staff data room to display pre/post test, common quarterly, STAR, and ISTEP+ data. One common collaborative planning period per week is devoted to data analysis. The Data Wise process and protocols for examining data are used. Professional development, instructional planning and adjustments are made based upon these data meetings.	

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.	No	We operate on a 7 period day. IMPACT is 45 minutes and all other periods are 50 minutes. Double blocks of ELA and Math for students in need of extra support. Daily common planning for departments, weekly facilitated collaboration, and job-embedded professional development (3 times/week) are part of our daily schedule.	

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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.	No	Parent/family activities are planned (5), including multicultural events. Community outreach events are planned through our feeder elementary schools. ELL family outreach events are planned through a partnership with a local university. Through a partnership with a local church, weekly student relationship building/mentoring occurs, PRIDE/PBIS and PTO events are planned and supported, as well as staff breakfasts/lunches provided. Social media is used to reach out to parents and community.	

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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.

Guided Reading Instruction in all ELA and intervention classes. Expectations and support are provided through Instructional Coaches. Balanced Math implementation on DMR and Mental Math in all Math and Intervention classes. Expectations and support are provided through Instructional Coach.

PBIS/School-wide behavior plan is implemented with fidelity. All stakeholders know what is expected of them and are held accountable. Data discussions are focused through the Data Wise process with a common goal that everyone can understand and support in their instruction.

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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.

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**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	0883
Building Name	River Valley 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)	Michelle E. Dyer
Principal's Signature	<i>Michelle E. Dyer</i>
Date Signed	Sept. 16, 2016

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

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

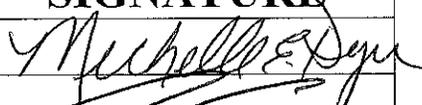
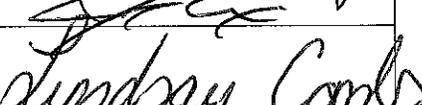
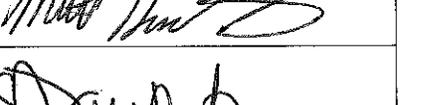
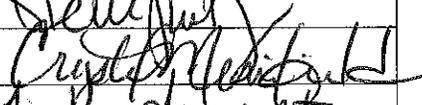
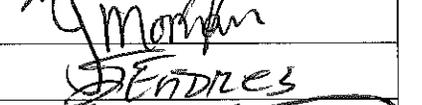
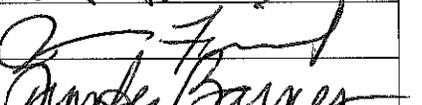
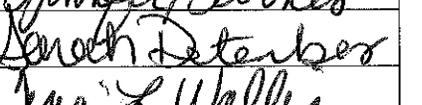
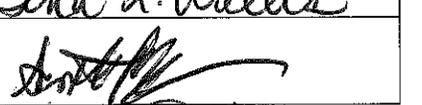
Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

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

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

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

School Planning Review Team

NAME	POSITION	SIGNATURE
Michelle Dyer	Principal	
J.T Cox	Assistant Principal	
Lyndsay Combs	BLT - Academic Instructional Coach	
Lance Stock	BLT - Dean	
Matt Hasselbring	BLT - Behavior instructional coach	
Shelly Daugherty	BLT - Academic instructional coach	
Crystal Merrifield	BLT - 6 th grade ELA	
Trisha Armenta	BLT - 6 th grade math	
Rhonda Wiedemer	BLT - Special Ed	
Jessica Moman	BLT - 6 th grade	
Scott Endres	BLT - 7 th /8 th grade math	
Chris Wilt	BLT - Social Studies	
Scott Hatton	BLT - Related Arts	
Jan Finch	BLT - Science	
Jennifer Barnes	Math department chair	
Sarah Detenber	ELA department chair	
Tina Wallis	Science department chair	
Scott Rolfs	Social Studies department chair	

Katie Hawlter BLT- ELA/ELL 