Indiana School Improvement Plan

Solon Robinson Elementary School

Crown Point Community School Corp

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Solon is a middle class, suburban elementary school. The neighborhoods that surround our school are very heterogeneous in terms of the socio-economic status of the residents. Related information can be found in the "Existing School Data" section of this report.

Solon currently houses approximately 500 students in grades kindergarten through fifth grade. These students feed into Taft and Wheeler Middle Schools and then move on to Crown Point High School.

Solon has received the Four Star Academic Award in 1995, 1998, 2001, 2003, 2008-2010, 2011-2012, 2013-2014, and 2014-2015. Solon students are well served by a staff of 25 highly effective certified teachers and a licensed principal. During the summer of 2012, Solon was also designated a Title I school.

Crown Point Community School's core curriculums are designed by teachers to directly reflect the transition to the new Indiana Standards. The school's instructional program has been stream-lined to consist of those strategies that address the Indiana standards. Just as the curriculum is aligning to the Indiana standards, so is the individual professional development. The school-wide goals are based on student assessment data such as: Star Reading and Star Math, mclass, acuity, and state standardized assessments.

All students utilize their own individual chromebook to be used as an instructional tool. Technology is utilized by both teachers and students including the following software: Sight words, Math Facts in a Flash, Micro-Type, Accelerated Reader, Accelerated Vocabulary, Reading A-Z, Vocabulary A-Z, Brain Pop, Early Literacy, Star Reader, Star Math, Mclass, Acuity, Kid Pix, and Renaissance Learning.

The ultimate goal of each member of the Solon team is to ensure individual student success while at the same time instilling study and organizational skills, the necessity for respecting others, and a promotion of a life-long appreciation for advancement and learning. The following clubs and programs are included in the experiences offered to the students:

- Title I Programming

- Spell Bowl

- Math Bowl

- Science Olympiad

- Student Council

- After School Reading Club

- Book-It

- 6 Hour Reading Club

- Extended Day Child Care Program
- Full Day Kindergarten Program
- All City Honor's Choir
- Presidential Physical Fitness
- Hub Run Participation
- Yearbook Club
- D.A.R.E
- Skills Tutoring
- Orchestra/Band
- Science Fair
- Fine Arts Performances
- Art Exhibits
- Educational Assemblies
- Educational Field Trips
- Environ mobile
- Sky Lab
- Challenger Program
- Soil and Water Conservation
- American Legion Partnership
- Mobile Dentist
- Vision Screening
- Hoosier Book Club
- PTO Sponsored Activities
- Attendance Incentives
- Beekeeper of the Week

According to the 2015 Department of Education Pupil Enrollment Report, the racial make-up of the student body at Solon's K-5 grade school is as follows: White 76%, Hispanic 12%, Asian 4.3%, Black 2.6%, and Multiracial 5.1%.

Parent participation is relatively high at Solon School, based on attendance at PTO meetings, parent teacher conferences, and open houses. This past fall, Solon had 99.19% participation in parent teacher conferences. In addition parental supports at home for such programs as Accelerated Reader and Book-It are average to above average. Parents, students, teachers, and staff members unanimously agree that the school climate at Solon is very supportive and conducive to student learning. In addition, student discipline over the last three years (i.e. office referrals and suspensions) has decreased.

Solon teachers and staff believe that communication between home and school is vital to student success. For that reason, the following measures have been instituted:

- A new student/parent orientation meeting is available to those new families and students the week school begins.
- A School Open House takes place the first week of the new school year with individual grade level parent meetings.
- Buzz Parent login is used by parents via computer.
- School Messenger electronically communicates information to parents.
- Teachers develop new means of communication with parents to help provide an understanding of how to assist their child with the instructional practices taking place within each classroom.

- Weekly on-line parent newsletters help keep parents informed of information concerning the education of their students and school events.
- Report cards are sent home quarterly.
- Parent Teacher Organization meetings are monthly providing a forum for the sharing and discussing of information.
- Teachers send home newsletters for their classrooms and/or grade levels.
- Standardized test results (ISTEP+ and, IREAD,) go home via mail.
- Teachers use the student agenda books to keep parents abreast of ongoing classroom activities (3-5).
- Publicly announced School Improvement Committee meetings are on a quarterly basis.
- Teachers have dedicated time to meet with parents as needed.
- Parents have access to teacher websites and email.
- Title I Meetings are held regularly.

Solon teachers and staff strive to achieve and maintain the Four Star School status. With that goal in mind, a united effort is being made to improve student achievement in the Mathematics subject area. To support this endeavor, the focus for the 2015-2017 school years will be on mathematics problem solving. This goal contributes toward Solon's vision of becoming a model of effective instructional practices.

Student achievement has made tremendous gains over the past three years.
- Solon was one of the first schools in the history of the Crown Point Community School Corporation to achieve 90% of the students passing both ELA and Math.
- Solon was issued a grade "A" for the 2010-2015 school year.
- Solon also has achieved AYP for the past 4 years.
- Solon has maintained Exemplary School Status for the past 6years.

Our league schools consist of: Cardinal Elementary, Carmel Elementary, White Lick Elementary, Mohawk Trail Elementary, and Woodbrook Elementary. All of these league school are in either Brownsburg or Carmel school districts.

Each student at Solon has a personal Chromebook.

The purpose of the Positive Behavior, Interventions, and Supports (PBIS) Program is improving students' behavior throughout the school and is coordinated by the PBIS Interventionist. This program includes both school wide and targeted interventions. Tier One programs, for all students, include Solon's BEE Your Best Program in which students are awarded "bees" for demonstrating the school's core values of Respect, Responsibility, Safety, and Kindness. These values are promoted throughout the school and in every classroom. Monthly classroom visits discussing topics such as bullying prevention, friendship skills, and tolerance are also Tier One programs for all students. Targeted Interventions (Tier Two and Tier Three) are programs for individual students who are struggling with behavior issues. Tier Two interventions include the HUG Program (Hello, Update, and Goodbye), Earn a SMILE Program and token boards/visual supports; these are check in/out programs in which behavior is assessed throughout the day and rewards are earned for positive behavior. Students who exhibit more intense behaviors fall into the Tier Three category. These students are given Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) are developed for them.
If a student is identified as having an issue that needs to be addressed by a mental health professional, they are referred to the Home School Facilitator.

School's Purpose

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

The vision of Solon Robinson Elementary School is to implement a rigorous instructional program with high expectations which will prepare students to become responsible, productive, and contributing citizens of the community.

Solon's mission forms the foundation for the success of all members of the Solon community- students, staff, and parents. Together we hope to provide a legacy for continuous life-long learning:

C-Confident

A-Articulate

R-Responsible/Respectful

E-Engaging

S-Skilled Students

We believe:

- all students can learn.

- students are our #1 priority.

- all students have the right to learn.

- learning is a life-long process.

- a student's education is the shared responsibility of the home, community, and school.

- a safe and healthy environment is conducive to learning.

- individual student needs can be met through a comprehensive education.

- technology is a vital aspect to the learning process.

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.

Student achievement has made tremendous gains over the past three years.

- Solon was one of the first schools in the history of the Crown Point Community School Corporation to achieve 90% of the students passing both ELA and Math.

- Solon was issued a grade "A" for the 2010-2015 school years.

- Solon has maintained Exemplary School Status for the past 5 years.

Solon has received the Four Star Academic Award in 1995, 1998, 2001, 2003, 2008-2010, 2011-2012, 2013-2014, 2014-2015

100% passing on the Indiana state IREAD test for the past 4 consecutive years.

Concerns:

- Achievement scores on standardized tests in reading vocabulary and reading comprehension are cautiously increasing. Maintaining and building on this growth is expected. Data analysis must be used continually so students are identified and skill gaps are closed.

- Technology equipment has been upgraded. Each student has been issued their own Chromebook as part of their classroom instruction.

Solon's improvement objectives for the next 3 years are:

-90% of All Students will demonstrate a proficiency in the area of mathematical problem solving. in Mathematics by 06/01/2016 as measured by ISTEP+ Math scores.

-Third, Fourth and Fifth grade students will increase student growth that will be reflected in the 2016 accountability in English Language Arts by 06/02/2016.

These objectives will be addressed through the following: collaboration, professional development activities, and reviewing Acuity scores to note skill gaps as well as areas of achievement.

Additional Information

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

Solon Robinson is a K-5 elementary school. Solon is one of seven elementary schools located in the Crown Point Community School District, located in Lake County, Indiana. Solon has a very diverse student body: 79.4% white, 11.2% Hispanic, 4.4% multi-racial, 3% Asian, 1.8% Black.

Solon Enrollment

	2014-2015	2015-2016
K	79	83
1	70	89
2	77	75
3	98	72
4	75	101
5	92	81
Total	491	501

Solon has a diverse socio-economic student body: 75.2% on paid lunch, 19.2% on free lunch and 5.6% on reduced lunch. Solon houses a 3-5 High Ability program as well as a full time LRE professional.   27 K-4 ELL students are serviced weekly with a trained paraprofessional.

Enrollment of Exceptional Learners 2015-16

Other Health Impaired 12

Specific L/D 7

Autism 2

Hearing Impaired 2

Orthopedic Impairment 2

Total Students Serviced: 25

Total 34

2015-16 Grade 3 High Ability Students

Grade K-1 High Ability Students:

Both Math and Language Arts-8

2015-16 Grade 3 High Ability Students

Grade 3 High Ability Students:

Both Math and Language Arts-8

2015-16 Grade 4 High Ability Students

Grade 4 High Ability Students

Math -15

Language Arts-10

Both Math and Language Arts-14

2015-16 Grade 5 High Ability Students

Math -3

Language Arts- 7

Both Math and Language Arts- 19

2014 Title 1 Enrollment

GRADE ENROLLMENT

K	13
1	9
2	9
3	15
4	19
5	17

Total Title 1 Students: 82

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

N/A

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

N/A

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

N/A

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•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 •The vision of Solon Robinson Elementary School is to implement a rigorous instructional program with high expectations which will prepare students to become responsible, productive, and contributing citizens of the community. The school's mission forms the foundation for the success of all members of the Solon community- students, staff, and parents. Together we hope to provide a legacy for continuous life-long learning. We believe: all students can learn students are our #1 priority	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 4

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

What were the areas of strength you noted?

- The school's purpose is clearly communicated to all stakeholders.

- Regular communication through email, newsletter, school improvement plan, and meetings unites all stakeholders.

- Professional development time is allotted for staff weekly which centers on student success.

- Use of annual standardized testing insures measurable objectives.

What were the areas in need of improvement?

- Add more time to plan and review.

- Add more time for vertical and horizontal articulation.

- Increase school attendance to 98%

What actions are you implementing to sustain the areas of strength?

- Additional sources of communication such as a survey will be researched.

What plans are you making to improve the areas of need?

- Add the school purpose and goals to the newsletter banner.

- Set aside time for horizontal and vertical articulation.

- Add weekly attendance percentage to school newsletter.

EVIDENCE: email, newsletter, School Improvement Plan, PTO meetings, staff meetings.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Monthly staff calendars are provided to note specific professional development activities. Each teacher is evaluated a minimum of 2 times per year. Pre/Post conferences are held with each teacher to provide feedback on each teacher observation. Also, all teachers are involved in the Marzano model of teacher evaluation. This is a strength of our evaluation program.	Level 4

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

What were the areas of strength you noted?

- School Improvement Plan centers on high expectations and continuing improvement.

- School leader communicates shared high expectations for academic achievement and school effectiveness.

- School leader promotes active stakeholder participation.

What were the areas in need of improvement?

- Governing body does not evaluate all administrative personnel.

- Consistently absent school board member may hinder cohesive governing body.

- Elimination of ½ day professional development in-services reduces opportunities for strong staff support.

- Elimination of parent conferences reduces opportunities for two-way communication.

- Reduction of substitute teachers allowed for primary mClass testing interrupts instructional time.

- Parents are not consistently surveyed.

What actions are you implementing to sustain the areas of strength?

- Continuous revision of School Improvement Plan will be an ongoing process.

- Principal's corner is included in the newsletter for communication to all stakeholders.

- Continue Alert Now as a school messenger to all stakeholders.

What plans are you making to improve the areas of need?

- Lobby legislators regarding lack of flexibility in school calendar.

- Include Parent Night as a means of communicating purpose and goals.

EVIDENCE: School Improvement Plan, school calendar, parent night agenda, newsletter, Alert Now, evaluation schedules, School Board minutes, parent attendance sheets

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.67

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Solon's instructional curriculum is based on research-based best practices, and teachers hold themselves accountable by continually implementing and learning what is best for our students to succeed. The most common practices used at Solon School are: - Flexible skill grouping - Flexible Tutoring Groups - Odyssey Math Learning Paths and Everyday Math Lessons - ELA on-line curriculum - Guided Reading	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 4

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 are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •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 •Interdisciplinary projects •Teachers have a willingness to learn new instructional methods as evidenced by the number of workshops attended utilizing our professional development funds. Some of those workshops include the following: - 6+1 Traits of Writing Training/Workshop - Phonics and Fluency in Reading Training - Science Training - Curriculum Alignment Workdays - Wilson Reading - Everyday Mathematics Training - Crown Point Schools Learning Academy Workshops/Training - Marzano Training	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	•Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Parent participation is relatively high at Solon School, based on attendance at PTO meetings, parent teacher conferences, and open houses. In addition parental supports at home for such programs as Accelerated Reader and Book-It are average to above average. Parents, students, teachers, and staff members unanimously agree that the school climate at Solon is very supportive and conducive to student learning.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formal adult advocate structure

•Description of formal adult advocate structures | Level 4 |

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.	•Sample report cards for each grade level and for all courses

•Sample communications to stakeholders about grading and reporting

•Policies, processes, and procedures on grading and reporting | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning

•Brief explanation of alignment between professional learning and identified needs

•Solon teachers participate in a wide variety of professional development activities. There are numerous professional development activities, learning academies, that are done through our Central Office. Teachers also have school supported professional development activities throughout each month. These activities are noted on a staff development monthly calendar. Teachers also work cooperatively with the on-line curriculum build process- this is on going. | Level 4 |

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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Solon has a small percentage of English Language Learners. With the area, the students are supported with a trained para-professional to work with them within the general education classroom. These ELL students also are tested using the WIDA assessment. This instrument provides us with information as to their learning growth and understanding. The ELL para is a member of our problem solving committee. This is another way to keep all teachers and para in the informational loop.	Level 4

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

What were the areas of strength you noted?

- Curriculum is challenging and documented and well planned.

- Curriculum is designed to prepare students for the next level.

- Teachers use a variety of instructional strategies to promote high achievement.

- Instruction and assessments are well monitored.

- Use of online grading system allows access by stakeholders.

- Special needs students are serviced by certified personnel.

What were the areas in need of improvement?

- Collaboration between grade levels is needed.

- Elimination of Student teaching program hinders future instruction.

- Elimination of Mentor program reverses past progress.

- Effective use of title personnel is needed.

What actions are you implementing to sustain the areas of strength?

- Continue professional development programs.

- School leader supports teachers in varied instructional strategies.

- Formative evaluation process allows teachers flexibility in improving instruction.

What plans are you making to improve the areas of need?

- Mandatory scheduled time for collaboration is needed for horizontal and vertical articulation.

- Urge governing bodies to reinstate student teacher, mentoring and coaching programs.

- Plan for use of title personnel

EVIDENCE: RDS grade book, curriculum scope and sequence, Marzano evaluation plan, daily schedule, Star Reading, Star Math, Acuity, mClass, Solon Professional Development calendar

Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Solon teachers and students are extremely fortunate to have the necessary resources: on-line English language arts curriculum, Everyday Math, science, social studies, health, and other forms of curriculum to use in their classrooms. We also use many forms of remediation materials: SRA kits, BURST materials, and due to the fact that Solon is a Title 1 school, we have many different reading remediation materials for student use: leveled readers. For enrichment materials: anchor packets.	Level 4

Indiana School Improvement Plan

Solon Robinson Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Solon is lucky to have a very percentage of school suspensions: under 5% per school year. Solon has a LCSW for .5 day per week. This is a strong area that needs to be addressed. The high needs of at-risk students really need a full time LCSW in our building. The other 4 days a week, Solon has hired a para-professional to work with our student population. She works with PBIS monitoring to work with various students and even parents that need assistance.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Solon currently houses a LCSW for .5 days per week. This is a critical area that needs to be addressed. With a being a Title 1 school and a high population of at-risk students, we really need to look at expanding the hours and days of coverage. For the time being, the rest of the week is covered by a trained para-professional who works with the students to meet all of their needs.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Solon has a licensed special education teacher who is responsible for writing all the IEP for her case load. She also has the authority to write referrals for additional testings. All of the current services related to special education is house at our Exceptional Learners corporation office. Solon does have a Problem Solving committee to work through the referral process. If a referral is put through, it then is sent to our school diagnostician. She is vital to our 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.

What were the areas of strength you noted?

- School leader actively pursues any resources necessary to meet the needs of students and staff.

- School leader and staff direction is focused on continuous improvement.

What were the areas in need of improvement?

- Reallocation of custodial duties is necessary to support the school's functionality.

- Students lack accessibility to current technologies available in other buildings.

What actions are you implementing to sustain the areas of strength?

- School leader and staff communicate to determine needs and then research and pursue.

- Improvement plan goals are set to steer instruction towards continuous improvement.

What plans are you making to improve the areas of need?

- School improvement committee develops a new plan for a healthy and safe environment.

EVIDENCE: custodian duty roster and cleaning schedule, School Board guidelines for health and safety, technology fund, technology plan

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: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Solon uses many different types of assessments. In the primary grades the following assessments are used: early star literacy, star reading, star math, and mclass testing. In the intermediate grades the following assessments are used: star reading, star math, acuity tests, and ISTEP+ tests.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•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 •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

What were the areas of strength you noted?

- State and locally developed assessment programs focus on continuous improvement.

- Data is collected at regular intervals throughout the school year.

- Professional development for mClass and Odyssey provides support on interpretation and use of data.

- School improvement focus is for continuous improvement.

- School leader's presentation to school board, staff and stakeholders reveals high regard for student learning and continuous improvement.

What were the areas in need of improvement?

- Pursue additional ways to communicate with all stakeholders.

What actions are you implementing to sustain the areas of strength?

- Curriculum is aligned with comprehensive assessment.

- Continue goal setting and progress monitoring.

- Continue professional development by providing appropriate refresher courses as needed.

- Continue use of Star tests and Acuity/mClass.

What plans are you making to improve the areas of need?

- Investigate high ranking school's communication plans.

- Use School Messenger and parent email to notify parents regarding assessment information.

EVIDENCE: School Improvement Plan, standardized testing schedule, locally developed assessment schedule, professional development plan, School Improvement Plan presentation, Star tests, Acuity/mClass

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 4

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.67

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 4

Sections
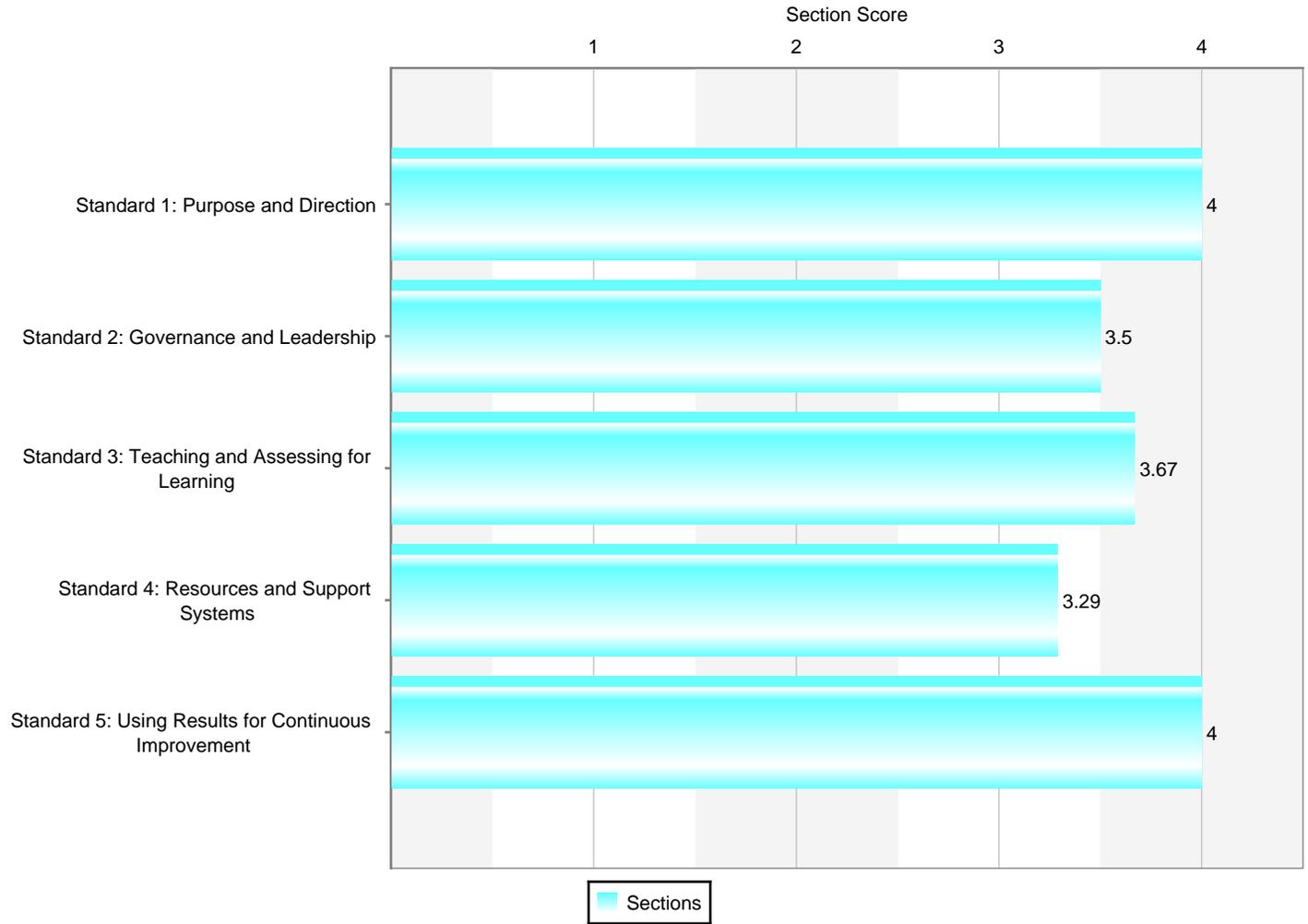
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please refer to the attachments. These attachments show data from our primary assessment: mclass and our intermediate assessments: IREAD and ISTEP+.	2015 IREAD Grade 3 ELA and Math Pass Grade 4 ELA and Math Pass Grade 5 ELA and Math Pass Grade 3 ELA Pass Grade 4 ELA Pass Grade 5 ELA Pass Grade 3 Math Pass Grade 4 Math Pass Grade 5 Math Pass Kindergarten Mclass Results 1st Grade Mclass Results 2nd Grade Mclass Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Solon's data results show all areas are well above state benchmarks, as well as our league schools.

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

Over the past four years, Solon has had a 100% passing rate on the IREAD test.

Solon has also maintained a very high passing average in all areas of the 2015 ISTEP- this is a baseline year.

Which area(s) indicate the overall highest performance?

Solon ranked in the 99th percentile among the 17 league in the areas of 4th and 5th grade math, 5th grade language arts, and 4th and 5th grade passing both ELA and math.
Solon also received bonus points in the 2015 accountability in the areas of ELA high growth in the bottom 25% and in math high growth in the bottom 25% and the top 75%.
100% of Solon's 3rd grade students passed the state reading assessment IREAD-3 for the past 4 years.

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

Since Solon is a Title 1 school, the school improvement committee looked very closely at the results of the subgroup of free/reduced on our state ISTEP+ test. Our students averaged 87.5% passing on our state assessment.

Between which subgroups is the achievement gap closing?

Data results show that we have closed the learning gap with the bottom 25% in subgroup in the area of ELA.

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

Analyzing the results from other elementary buildings, there are strong data trend lines within the White subgroup.

Areas in Need of Improvement

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

All of our grade levels are well above the state average and our league school; however, looking at the current results, Solon did not receive a "bonus" point in the area of ELA. This is an area that we are addressing in our school improvement plan, through our goal and strategies.

We also noticed that there is a consistent area of math problem solving that we need to address. Since this concern was noted, the school improvement team recommended a goal and strategy to address this area of improvement.

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

N/A

Which area(s) indicate the overall lowest performance?

Solon's lowest trend level is in the area of 3rd grade: in the area of passing both ELA and math.. This level currently tested at a 84.2%.

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

N/A

Between which subgroups is the achievement gap becoming greater?

Solon shows a strong passing percentage in all areas: both ELA and math.

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

Looking at all of the elementary building in Crown Point Schools, 5th grade tests schools: both ELA and math are the strongest percentage passing.

Report Summary

Scores By Section

Section Score
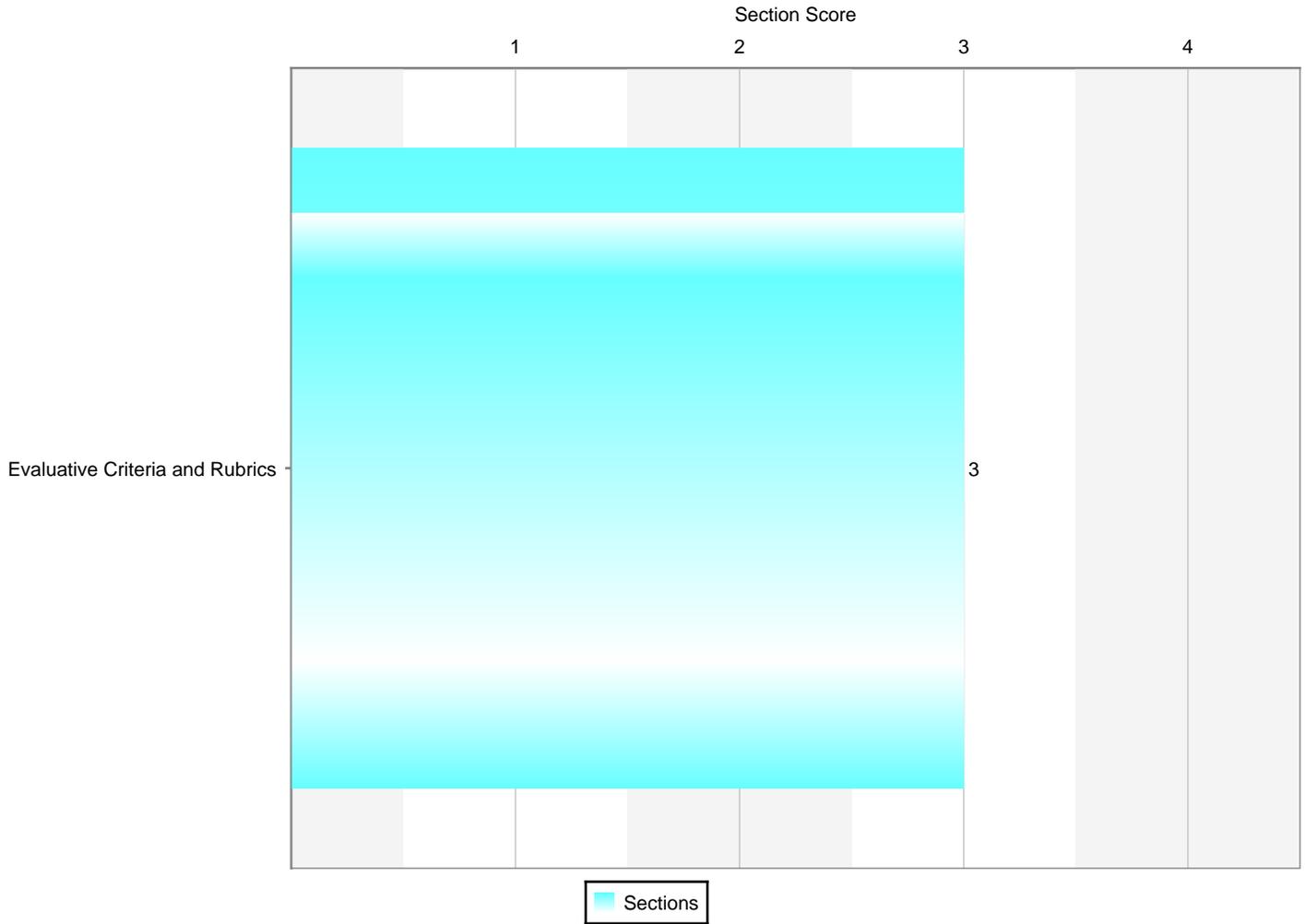
Solon Robinson Goal-Action-Plan 2015-2018

Overview

Plan Name

Solon Robinson Goal-Action-Plan 2015-2018

Plan Description

Our School Improvement team has spent the past several months collecting, analyzing, and preparing data for presentation. Standardized testing result summaries and administrative Indiana Department of Education report information were also considered.

We have examined our school in terms of what is currently taking place in teaching and learning as well as the current status of our students' performance. We focused on data that would help select appropriate goal areas.

In the process of profiling, we gained valuable information from former and current students. Additionally, we learned the unique community characteristics that impact our school. The profiling process gave us a clearer picture of our starting point and is the document we will now use to guide the staff as we develop our School Improvement Action Plan and Professional Development Plan.

Following this summary is our School Improvement Action Plan with currently selected goals targeted for improvement, as well as the Professional Development Plan with strategies, and activities.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Solon will show high growth in the area of English/Language Arts	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
2	All students at Solon Robinson will be mathematical problem solvers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0

Goal 1: Students at Solon will show high growth in the area of English/Language Arts

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will increase student growth to exceed the accountability benchmark in English Language Arts by 06/02/2016 as measured by the Indiana State ISTEP+ test.

Strategy 1:

Students at Solon will show high growth in the area of English/Language Arts - Teachers will work with students during their non-instructional time to reteach and

address skill gaps for this particular sub-group.

Research Cited: ISTEP+ scores

Evidence of success: 2016 State Accountability Report

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with each other to analyze acuity and other assessments to find skill gaps.	Other - Team Meetings	08/18/2015	06/01/2018	$0	Other	Principal, grade level teachers, interventionists, and LRE staff.

Activity - Interventions Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use their non-instructional time to work with small groups of students on this skill.	Academic Support Program	08/01/2015	06/01/2018	$0	Other	Teachers, Title I Staff, ELL Staff and Special Education

Activity - Intervention Top 75%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate use of non-instructional time for the top 75% subgroup.	Academic Support Program	08/16/2016	12/16/2016	$0	No Funding Required	Principal, School Improvement Team

Activity - Intervention Top 75%	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement interventions determined through evaluation of needs for Top 75%.	Academic Support Program	02/01/2017	06/01/2017	$0	Other	Teachers and Flexible-use Staff

Goal 2: All students at Solon Robinson will be mathematical problem solvers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in the area of mathematical problem solving. in Mathematics by 06/01/2016 as measured by ISTEP+ Math scores.

Strategy 1:

Problem Solving Strategies - Teachers will work with the analysis of multiple assessments to look for skill gaps that need to be addressed in the curriculum.

Research Cited: The best practices of star data, acuity, and ISTEP+

Evidence of success: 2016 ISTEP+ results

Activity - Collabortation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research-based problem solving strategies into their direct instruction. Teachers will also collaborate by grade level team meetings monthly on problem solving strategies.	Professional Learning, Direct Instruction	08/18/2015	06/01/2018	$0	Other	Principal Teachers Interventionists

Activity - Academic Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review grade level academic standards and curriculum mapping each year.	Professional Learning	08/18/2015	06/01/2018	$0	Other	Principals and teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Teachers will work with each other to analyze acuity and other assessments to find skill gaps.	Other - Team Meetings	08/18/2015	06/01/2018	$0	Principal, grade level teachers, interventionists, and LRE staff.
Collabortation	Teachers will implement research-based problem solving strategies into their direct instruction. Teachers will also collaborate by grade level team meetings monthly on problem solving strategies.	Professional Learning, Direct Instruction	08/18/2015	06/01/2018	$0	Principal Teachers Interventionists
Intervention Top 75%	Implement interventions determined through evaluation of needs for Top 75%.	Academic Support Program	02/01/2017	06/01/2017	$0	Teachers and Flexible-use Staff
Academic Standards	Teachers will review grade level academic standards and curriculum mapping each year.	Professional Learning	08/18/2015	06/01/2018	$0	Principals and teachers.
Interventions Remediation	Use their non-instructional time to work with small groups of students on this skill.	Academic Support Program	08/01/2015	06/01/2018	$0	Teachers, Title I Staff, ELL Staff and Special Education
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Top 75%	Evaluate use of non-instructional time for the top 75% subgroup.	Academic Support Program	08/16/2016	12/16/2016	$0	Principal, School Improvement Team
				Total	$0	

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.

Professional Development Plan

School Name: CPCSC			Monitoring	
Professional Development Goal: Elementary teachers improve their skills to teach the literacy continuum.			**Student Achievement Data Sources**	1.Star Reading 2. mClass TRC
Benchmarks: 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth.			**Teacher Implementation Data Sources**	1. Attendance 2. Coaching sessions 3. Training sessions
Activity	**Audience**	**Facilitator**	**Financial Resources**	**Target Date(s) of Activity**
Continuing contact Literacy Coach training	7 primary teachers 7 intermediate teachers (2 per school)	CLEAR – Center for Literacy Education and Research Purdue University	Title II	2015-2016, 2016-2017, 2017-2018 3 contacts with the facilitator each semester
Coaches model guided reading	Teachers in groups (primary and intermediate	Coaches	None	2016-2017, 2017-2018
Coaching	Individual teachers as needed	Coaches	None	2016-2017, 2017-2018

School Name: CPCSC			Monitoring	
Professional Development Goal: Elementary teachers improve their skills teaching English/Language Arts.			**Student Achievement Data Sources**	1.ISTEP+ ELA 2.Star Reading 3. mClass TRC
Benchmarks: 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth. 90% of students pass ISTEP+ English/Language Arts at the college and career benchmark. The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.			**Teacher Implementation Data Sources**	1. Attendance 2. Observations
Activity	**Audience**	**Facilitator**	**Financial Resources**	**Target Date(s) of Activity**
Understanding the Curriculum Framework	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2015-2016
Using Mentor Texts	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2015-2016
Guided Reading	K-5 Teachers	Literacy Coaches	Title II and General Fund	2015-2016, 2016-2017, 2017-2018
Close Reading Evidenced-based Reading	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2016-2017, 2017-2018
Academic Writing – Narrative, Informative and Argumentative	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2016-2017, 2017-2018

Professional Development Plan

School Name: CPCSC			Monitoring	
Professional Development Goal: Elementary teachers improve their skills for students to deepen understanding.			**Student Achievement Data Sources**	1.ISTEP+ ELA and Math 2.Star Reading and Math
Benchmarks: 90% of students pass ISTEP+ English/Language Arts and math at the college and career benchmark. The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.			**Teacher Implementation Data Sources**	1. Attendance 2. Observations
Activity	**Audience**	**Facilitator**	**Financial Resources**	**Target Date(s) of Activity**
Read, understand and discuss the "Essential for Achieving Rigor" by Robert Marzano Elements 17, 18, 19, 20	Principals	Director of Curriculum	None	2015-2016
Read the Curriculum and Instruction Newsletter for Elements 17, 18, 19, 20 "Essential for Achieving Rigor" by Robert Marzano	Principals and K-5 teachers	Assistant Director of Curriculum	None	2015-2016
Read, understand, discuss, implement the "Essential for Achieving Rigor" by Robert Marzano Elements 17, 18, 19, 20	K-5 Teachers	Principals	None	2015-2016, 2016-2017, 2017-2018

GRADE 3
IREAD

	2012	2013	2014	2015
State Average	85	91	90.8	90.2
Solon Robinson	**100**	**100**	**100**	**100**
MOHAWK TRAIL	94.8	92.3	99	100
CARMEL	94	97.9	96.1	93.2
WHITE LICK	92.8	97.1	94.5	96.8
CARDINAL	90.3	96.9	97.6	98.1
WOODBROOK	86	97.8	94.7	95.4

Analysis: To maintain our perfect rate of passing.

	2015
STATE	56.6
WHITE LICK	90.2
SOLON	**89.6**
CARDINAL	87.5
MOHAWK TRAIL	87.1
CARMEL	86
WOODBROOK	81.8

Analysis: To increase
our passing score at
least to 90%.

	2015
STATE	56.8
MOHAWK TRAIL	89.9
SOLON	86.1
CARDINAL	84.8
WHITE LICK	82.1
CARMEL	81.1
WOODBROOK	79.8

Analysis: To increase our passing score at least to 90%.

	2015
STATE	55.3
WHITE LICK	88.5
SOLON	88.3
CARMEL	81.7
WOODBROOK	78.2
CARDINAL	74.6
MOHAWK TRAIL	72.7

Analysis: To increase
our passing score at
least to 90%.

	2015
STATE	72.4
CARMEL	97
WHITE LICK	95.7
MOHAWK TRAIL	95.3
CARDINAL	92.4
SOLON	90.6
WOODBROOK	88.6

Analysis: To increase our passing score at least to 92%.

	2015
STATE	69.6
MOHAWK TRAIL	92.9
CARMEL	91.9
SOLON	**90.4**
WHITE LICK	89.7
CARDINAL	89
WOODBROOK	84.5

Analysis: To increase our passing score at least to 92%.

	2015
STATE	64.3
SOLON	92.6
WHITE LICK	90.3
CARMEL	86
CARDINAL	82.2
WOODBROOK	81.2
MOHAWK TRAIL	79.8

Analysis: To maintain
our passing score at
least to 92%.

	2015
STATE	61.8
WOODBROOK	93.2
WHITE LICK	91.2
SOLON	88.3
CARMEL	85.6
MOHAWK TRAIL	84.8
CARDINAL	83.1

Analysis: To increase
our passing score at
least to 90%.

	2015
STATE	64.5
MOHAWK TRAIL	94.9
SOLON	90.3
CARDINAL	88.9
WOODBROOK	86.2
WHITE LICK	85.9
CARMEL	82.4

Analysis: To increase our passing score at least to 92%.

	2015
STATE	67.8
WOODBROOK	93.2
SOLON	91.5
WHITE LICK	91.2
CARMEL	87.2
MOHAWK TRAIL	84.8
CARDINAL	83.1

Analysis: To increase our passing score at least to 92%.

	ABOVE PROFICENT	PROFICIENT	BELOW PROFICIENT	FAR BELOW PROFICIENT
2012-13	45	29	19	7
2013-15	38	38	24	0
2014-15	33	30	24	13

Analysis: To increase our percentage in the areas of above proficient and proficient.

	ABOVE PROFICENT	PROFICIENT	BELOW PROFICIENT	FAR BELOW PROFICIENT
2012-13	47	38	8	7
2013-15	48	36	8	8
2014-15	72	4	19	5

Analysis: To increase our percentage in the areas of above proficient and proficient.

COMPARING MEASURES ON
MCLASS 3D- TRC LEVELS OF PROFIENCY

	ABOVE PROFICENT	PROFICIENT	BELOW PROFICIENT	FAR BELOW PROFICIENT
2012-13	75	6	14	5
2013-15	62	6	26	6
2014-15	79	12	4	5

Analysis: To increase our percentage in the areas of above proficient and proficient.