



# Indiana School Improvement Plan

## Taft Middle School

Crown Point Community School Corp

Mr. Michael Hazen, Principal  
1000 South Main Street  
Crown Point, IN 46307

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	7
Notable Achievements and Areas of Improvement.....	9
Additional Information .....	11
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	14
Improvement Planning Process.....	15
<b>Self Assessment</b>	
Introduction.....	17
Standard 1: Purpose and Direction.....	18
Standard 2: Governance and Leadership.....	20
Standard 3: Teaching and Assessing for Learning .....	23
Standard 4: Resources and Support Systems.....	29
Standard 5: Using Results for Continuous Improvement.....	32
Report Summary.....	35

**Student Performance Diagnostic**

Introduction ..... 37

Student Performance Data ..... 38

Evaluative Criteria and Rubrics ..... 39

Areas of Notable Achievement ..... 40

Areas in Need of Improvement ..... 42

Report Summary ..... 44

**2015 TMS School Improvement Plan**

Overview ..... 46

Goals Summary ..... 47

    Goal 1: All students will be on track to be college and career ready ..... 48

Activity Summary by Funding Source ..... 54

Conclusion ..... 57

## **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?**

### Description of Community

The city of Crown Point, known as "The Hub of Lake County," is located in Northwest Indiana. It is part of the Gary-Chicago Metropolitan statistical area. The estimated population of Crown Point in 2014 was 28,633. The median household income was at \$64,250 and the average house/condo value was estimated at \$171,400. The Crown Point population broken down by race consists of 88.2% Caucasian, 6.3% African American, 1.8% Asian, 8.1% hispanic, and 1.6% mixed race.

Crown Point is the county seat of Lake County, and it was incorporated in 1868. The stately Courthouse, which dominates the center of the city and is known as "The Grand Old Lady," was added to the National Register of Historic Places in 1973. There are a variety of employment opportunities available in Crown Point such as small business, commercial business, manufacturing business, and industrial business. Vocational-training facilities, colleges, and universities support career development in the area as well. In 2013, Crown Point was ranked fourth as one of The Best Towns in Indiana for Young Families by NerdWallet, a consumer advocacy website.

The city of Crown Point has ten schools that serve the needs of children from kindergarten through grade twelve. Students who are served by the Crown Point School Corporation reside in the cities of Crown Point and Cedar Lake, the town of Winfield, and the community of the Lakes of the Four Seasons. The total student population of the Crown Point Community School Corporation is 8325 students, 993 of whom attend Robert A. Taft Middle School.

Robert A. Taft Middle School is one of two middle schools in the corporation. Taft services sixth, seventh, and eighth grade students who come from various backgrounds, ethnicities, and skill levels. Taft provides a rigorous curriculum for all students in all areas. Taft has students in high ability programs, accelerated programs, ELL programs, and exceptional learner programs. These students are provided with the curriculum necessary to meet state standards and to progress to the high school level, where we have a 96.8% graduation rate.

### Student Demographics

Total Students: 993 Female: 488 (49.1%) Male: 505 (50.9%)

6th Grade Total: 350 Female: 180 (51.4%) Male: 170 (48.6%)

7th Grade Total: 327 Female: 151(46.2%) Male: 176 (53.8%)

8th Grade Total: 316 Female: 157 (49.7%) Male: 159 (50.3%)

### Eligible for Free or Reduced Lunch:

Total Eligible: 226 (22.6%) Free: 171 (17.2%) Reduced: 55 (5.5%)

6th Grade Total: 82 (23.4%) Free: 60 (17.1%) Reduced: 22 (6.3%)

7th Grade Total: 62 (19%) Free: 46 (14.1%) Reduced: 16 (4.9%)

8th Grade Total: 82 (25.9%) Free: 31 (9.8%) Reduced: 17 (5.4%)

---

### Ethnicities:

SY 2015-2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Indiana School Improvement Plan

Taft Middle School

---

Asian: 33 (3.3%) Black: 16 (1.6%)

Hawaiian/Pacific Islander: 1 (<1%) Hispanic: 141 (14.%)

Multiracial: 25 (2.5%) Native American: 5 (<1%)

White: 773 (77.8%)

### High Ability Programming:

6th Grade Honors Math: 131 6th Grade Honors Language Arts: 87

7th Grade Honors Math: 89 7th Grade Honors Language Arts: 110

8th Grade Algebra: 90 8th Grade Honors Language Arts: 68

### Subject Accelerations:

6th Graders taking 7th Grade Honors Math (Pre-Alg): 1

7th Graders taking 8th Grade Algebra: 18

7th Graders taking 8th Grade Science: 19

7th Graders taking 8th Grade Honors LA: 2

8th Graders taking Honors Geometry: 9

8th Graders taking Honors Biology: 11

8th Graders taking Honors 9th Grade LA: 6

### Read 180:

6th Grade: 12 7th Grade: 26 8th Grade: 6

### Exceptional Learners by Primary Exceptionality:

Specific Learning Disability: 34 Emotional Disability: 6

Mild Cognitive Disability: 4 Speech: 8

Autism Spectrum: 8 Other Health Impaired: 40

Hearing Impairment: 1 Blind/Low Vision: 2

### English Language Learners by Proficiency Level

Level Two (Early Intermediate): 1 Level Three (Intermediate): 6

Level Four (Advanced): 13 Level Five Plus (Fluent): 61

### Teacher Certification

Taft's teaching staff is comprised of 54 certified teachers.

Bachelor's degrees: 34

Master's degrees: 20

### Unique Features and Challenges of Robert A. Taft Middle School

The goal of Robert A. Taft Middle School is to meet the needs of all students through the use of differentiated instruction and personalized educational programs such as our Response to Instruction (RtI) program. This is a tiered program where students are appropriately placed based on their skills. The school's goal is to continue to improve students' skills and move them into higher tiers. Through differentiated instruction and personalized programs such as RtI, students' individual growth is what drives our instruction and the learning goals across all academic areas.

As we look at our student population, we are challenged with meeting the needs of our special education population and free/reduced lunch population of students. The teachers consistently use data to help personalize and drive instruction for these targeted students, however, their overall test averages for ISTEP+ have been consistently lower when compared to the rest of the student population. We continue to search for resources and avenues that will help these students achieve at a higher level and become successful in school.

In addition, our school is challenged with building a climate where students consistently respect their peers, teachers, and school. Over the past few years, there has been a huge transition from focusing on the affective domain to curriculum and instruction. We feel that our school needs to revisit and integrate activities that focus on the affective domain along with our rigorous curriculum to ensure that students are treating one another fairly and with respect.

## 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 for Student Learning

The educational process at Robert A. Taft Middle School is a shared responsibility among all stakeholder groups. The success of all students is dependent upon the collaborative relationships built within the school community. Through these partnerships, all stakeholder groups will strive to create a safe environment where students are provided the tools to achieve academically, socially, and emotionally. All stakeholder groups will work together to achieve and maintain the high standards that we have set forth for every student.

### Mission Statement

The mission of Robert A. Taft Middle School is to prepare today's students for tomorrow's challenges by developing students who think critically and take ownership of their own learning, character, and achievement.

### Beliefs

We believe...

- students' needs are a priority.
- the educational process is a shared responsibility among all stakeholder groups including school personnel, students, parents and community.
- curriculum and instruction match the unique developmental characteristics of middle-level students.
- teachers must provide students with opportunities to develop critical thinking skills.
- students are provided with the tools to grow academically, socially and emotionally and to participate in an active and healthy lifestyle.
- students are provided an opportunity to develop a positive attitude toward themselves, their world, country and society.

Robert A. Taft Middle School adheres to a philosophy which incorporates teaming, technology, and a varied curriculum that challenges and enriches the academic and personal lives of students. Curriculum is currently aligned to the Indiana State Academic Standards, the Next Generation Science Standards, and is preparing all students for college and career readiness through ACT testing and Career Cruising. Students at Taft Middle School follow a Modified Block of Time Middle School schedule with a nine period day that includes an Advisory class. Classes are 40 minutes in length. Through the Buzz Learning Management System, Robert A Taft Middle School seeks to provide personalized instruction and blended learning. Taft, like CPCSC, offers one-to-one technology.

Supplemental staff members ensure that the needs of all students are met. Enrichment specialists work with and assess high ability students. Honors classes, subject acceleration and grade level acceleration are offered to high ability students based on student ability and need. A reading teacher and paraprofessional provide intensive reading instruction to students with an identified weakness in reading through the use of the Read 180 program. Read 180 students are given 80 minutes a day of intensive reading instruction. Students with an identified need in math receive extra instruction with the help of a RTI teacher who utilize small group instruction, co-teaching, and a blended technology approach to learning. To meet all students' needs in Tiers 1, 2, and 3, we have math and language arts RTI classes at the seventh and eighth grade levels. A skills enhancement course has been added at the sixth grade level to offer enrichment and remediation for students in mathematics and language arts. Students are placed into appropriate tiers based on ISTEP+ scores, Acuity scores, STAR Reader and STAR Math results, and teacher recommendations. Student placement can change throughout the year based on their progress and growth, monitored by Acuity, Star, and recommendations of teachers. Students are given an individualized plan based on their needs

using their strengths and weaknesses.

## 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.**

Areas of Notable Achievement:

2012 Obtained Four Star School Status

2012 Received a letter grade of an A from the Indiana State Department of Education

2012 NJHS raised over \$800 for Trick or Treat for UNICEF.

2013 NJHS raised over \$900 for Trick or Treat for UNICEF.

2013 Fund-raised for Hoops for Heart for the American Heart Association. Taft was the highest fundraising middle school and second highest fundraising school in Indiana.

2014 Received a letter grade of an A from the Indiana State Department of Education

2014 Obtained Four Star School Status

2014 NJHS raised over \$900 for Trick or Treat for UNICEF.

2014 The students created "Operation Crane" folding and gifting over 3000 origami cranes, symbolizing hope, for students at Taft battling cancer.

2015 Received a letter grade of an A from the Indiana State Department of Education

2014 Obtained Four Star School Status

2015 NJHS raised over \$1000 for Trick or Treat for UNICEF.

2015 Sponsors the CPEA Team for Relay for Life

2015 Participates in Adopt a Family for the holidays to donate food and clothing

2015 The Taft Spell Bowl Team received 1st Place at the Class 1 Regional Competition. They were a State Qualifying Team. They ended the season earning 4th Place at the State Competition.

2015 The Academic Super Bowl earned 1st Place Class 1 Science Regional Competition and 14th Place in State

2015 The Academic Super Bowl Team earned 2nd Place Class 1 Math Regional Competition

2015 The Academic Super Bowl Team earned 3rd Place Class 1 English Regional Competition

2015 The Science Olympiad Entomology Team placed 3rd at State Competition

2015 The Science Olympiad Wheeled Vehicle Team placed 3rd at State Competition

2015 The Science Olympiad Trivia Time Team placed 3rd at State Competition

2015 The Science Olympiad Environmental Chemistry Team placed 2nd at State Competition

2015 The Science Olympiad Anatomy and Physiology team placed 2nd at State Competition

2010-Present NJHS and Taft PTA host the annual Beach Bash which raises funds for the Taft Endowment Fund for graduating CPHS students.

2011-Present The Taft Health and PE department raised \$12,924 for the American Heart Association. In 2013 we raised \$10,393 which ranked top 5 in the state.

2012-Present Student Council gathers and sends Supplies to GI's.

2012-Present Student Council fundraising and donation efforts gets Taft MS named as a "Miracle School" for the Riley's Children's Hospital.

2012-Present NJHS collects and donates over 400 pairs of clean, white socks to the Adam Benjamin Jr, VA Clinic.

2012-Present NJHS collects and donates food to the St. Vincent de Paul Food Pantry of Winfield which serves over 200 needy families in our area.

## Areas for Improvement:

In the next three years, Taft Middle School will focus on college and career readiness in the following areas:

Reading

Writing

Mathematics

Science

Critical Thinking

Personal knowledge

Goal setting

Taft needs to improve in helping students maintain a focus on their college and career readiness and the achievement steps along the way. We aim to have each student on track for college and career readiness by focusing on the areas mentioned above. All academic areas and practices will receive notable attention with respect to ACT Aspire and a goal of ninety percent of students meeting each benchmark. The School Improvement Team will monitor the effectiveness of each activity for each area and modify, add, and/or remove activities if necessary to achieve these results. Students will be guided through the identification of their college and career path.

## Additional Information

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

In addition to our academic programs, Robert A. Taft Middle School provides all students with a variety of extra-curricular activities to allow them to explore and excel in areas that interest them. These extra-curricular activities include athletic teams, academic teams, organizations and clubs.

### Athletic Teams

#### Sixth Grade:

Cross Country

Wrestling

Track and Field

#### Seventh Grade:

Cross Country

Wrestling

Track and Field

Girls Volleyball

Football

Boys and Girls Basketball

Dance

Cheerleading

#### Eighth Grade:

Cross Country

Wrestling

Track and Field

Girls Volleyball

Football

Boys and Girls Basketball

Dance

Cheerleading

### Academic Teams, Clubs, and Organizations

National Junior Honor Society

Spell Bowl

Academic Super Bowl

Student Council

SY 2015-2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

CASS

Science Olympiad

Yearbook

Newspaper

Drama Club

Mosaic Multimedia Art Club

Book-it

History Club

Geography Bee

Knitting Club

Environmental Club

Mathematics Competitions

Robotics Club

Chess Club

Magic Club

Overall, these extra-curricular activities provide students with opportunities to build positive connections within their school, expand their knowledge and make connections with real world experiences, build relationships with peers, coaches, and/or sponsors, learn how to manage their time, and find a place where they fit in and belong. These opportunities also help students with goal-setting, team work, and problem solving. Finally, extra-curricular activities provide opportunities for stakeholder groups to come together to support students in all realms while building a strong sense of community and family within the school.

# **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.**

Committees were formed to encompass a variety of stakeholder interest and roles. Specifically, a Stakeholders Involvement Team was created that is comprised of teachers, administrators, students, parents, community members, and local business owners. Members of this committee volunteered, were appointed, or were approached. Due to the structure of our schedule set by the CPCSC, the committees met during our allocated, 7am meeting time. Sub-committees were formed with focus areas. Teachers were given an interest-survey and grouped according to the area that each ranked the highest. Sub-committee meetings were also held at 7am.

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

The representations from the stakeholder group include students, community members, parents, teachers, and administration. Students were included in discussions and their opinions factored in on the decision making process. Students also voiced their concerns and ideas on how to improve the school's culture and climate. The students also play an integral role in the implementation of approved plans. Parents and community members also attended meetings to share their thoughts and ideas. They also provided guidance as to finding the best way to communicate information with each group. Teachers shared ideas and helped communicate meeting agendas to the rest of the staff. Staff members in the stakeholder group are accountable for implementing the newly created initiatives. Administration oversees the overall group and provides clarity in order to help the group understand the legalities/consequences of certain discussion items.

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

The final school improvement plan was/is communicated to all stakeholders through faculty meetings, committee meetings, via school messenger, and as posted on the school website. As progress is made, or new information is made available, the previous methods are utilized, as well as email, google forms, and other forums.

# 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.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> <li>•Advisory Class. Marzano-Model techniques - daily &amp; long term learning goals</li> </ul>	Level 4

# Indiana School Improvement Plan

Taft Middle School

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.	<ul style="list-style-type: none"> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	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.**

Areas of notable strength for Taft Middle School include standards 1.1, 1.2, and 1.3. Taft Middle School engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success. The staff is able to meet, collaborate, and suggest revisions to our school's purpose, which in turn will lead to a positive successful environment for all students. Weekly professional development is offered that is related to the Marzano techniques and rating scales. The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning which is communicated regularly with all stakeholder groups. School leadership and staff also support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. The staff is committed to bullying awareness and global-citizenship skills through the implementation of an advisory program that includes weekly lessons that focus on social skills, social navigation, reading, achievement of learning, and thinking about a successful future.

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The school has a stakeholder committee that works collaboratively and consistently during staff professional development meetings to review student achievement and instruction. The new Indiana Academic Standards and the Marzano-structures aid Taft in making critical thinking measurable.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 2

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 generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

# Indiana School Improvement Plan

Taft Middle School

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"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	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 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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Representative supervision and evaluation reports</li> <li>•Marzano-technique focused professional development</li> </ul>	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.**

Taft Middle School's areas of strengths noted above include 2.1, 2.4, 2.5, and 2.6. In these areas, school leaders entrust teachers to grow and develop into teacher leaders within the building. Collaboration, teamwork, and building a sense of community among the staff, school leaders, and stakeholders is a high priority of Taft Middle School. At the Stakeholder meetings community members, parents, and students are voicing their concerns, opinions, and ideas on how to help Taft Middle School meet the needs of all students.

Improvement is needed most in the areas of standards 2.2 and 2.3. These two areas involve the governing body of the Crown Point

Community School Corporation and how policies and procedures are implemented within the district. The roles and responsibilities of the governing body, administrators, and school leaders is not always clearly communicated to building school leaders. This then affects how smoothly processes and procedures are implemented at the building level. Communication and collaboration with the governing body, central office administration, and building level administration needs to improve so that all school leaders, teachers, and stakeholder groups understand the expectations of the district and the ways to meet these expectations.

### 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: 3.83

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.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 4

**Indiana School Improvement Plan**

Taft Middle School

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.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

# Indiana School Improvement Plan

Taft Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers 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.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Marzano evaluation system and trainings</li> </ul>	Level 4

# Indiana School Improvement Plan

Taft Middle School

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.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Stakeholder Involvement Team Buzz Learning Management System</li> </ul>	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.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Advisory Program</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Buzz courses that are "rolled out" have a common grading structure.</li> </ul>	Level 3

# Indiana School Improvement Plan

Taft Middle School

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.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•Professional development linked to district goals.</li> </ul>	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 use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> <li>•Marzano Learning Goals and ratings. in-take data Rtl tiers RDS</li> </ul>	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.**

Several areas of notable strength include standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, and 3.11. The curriculum implemented at Taft Middle School not only provides equitable and challenging learning experiences, but is under constant improvement. Teachers are dedicating much time and energy to ensuring that our courses have the same high learning expectations by posting similar learning goals in each of our classrooms. Teachers are also developing and implementing the use of consistent proficiency scales across grade levels and courses. These scales will help ensure that one teacher's criterion of a student who has achieved proficiency in a topic matches the idea of another. Learning activities are individualized to support each student by both their core teachers and the team of RTI teachers at each grade level as well as through the Buzz Learning Management System. To address standard 3.4, our evaluation process is a comprehensive evaluation system that includes classroom observations and professional involvement (meetings, mentoring, etc). In terms of Standard 3.5, staff regularly participates in professional learning communities. The Stakeholder Involvement Team was created three years ago to address standard 3.8. Currently, the Stakeholder Improvement Team meets once a month and gives parents, students, and community members a plan that includes activities, time frames, and evaluation processes. Standard 3.9 is being addressed by the formation of an advisory period. Students have a teacher advocate that they see on a daily basis. They will have the same advisory teacher throughout the duration of their middle school career. Standard 3.11 is being addressed by administration hosting Marzano professional development training sessions.

Each session covers a specific standard and teachers are aware they will be evaluated on these standards when they are observed by

administration. The district's L.E.A.R.N Academy, a corporation specific opportunity to attend professional development courses, has allowed more and more teachers to take an active role in their own professional development.

As for weaknesses, the school is working on an evaluation process for grading and reporting practices, as well as sample report cards for each grade level and for all courses. The school is also working on providing training and professional learning related specifically to research on unique characteristics of learning. Some of this training has been provided during the building process of the learning management system, but currently only ELA and Social Studies teachers have been through the course development work.

### Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> </ul>	Level 3

# Indiana School Improvement Plan

Taft Middle School

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.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Policies relative to technology use</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

# Indiana School Improvement Plan

Taft Middle School

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"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	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.**

Taft Middle School's areas of strengths include standards 4.1, 4.3, and 4.4. The continuation of the RTI program at grades 7 and 8, the implementation of one-to-one technology, and valid instructional time support the school's purpose and direction. In addition, a stakeholder committee was established in 2013 involving teachers, students, parents, and business members who collaborate on various topics including student safety, cleanliness, and a healthy environment and set expectations for these components.

Taft Middle School can improve in the following standards: 4.2, 4.5, 4.6, and 4.7. Guidance and counseling services have improved, but still need to be more readily available to meet the needs of our students on a daily basis. In addition, the physical, social, and emotional needs of the students are being surveyed or addressed regularly. Finally, the maintenance and building requests need to be completed in a much timelier manner to ensure student safety and cleanliness.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and 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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Acuity ACT ASPIRE Curricular Pre- and Post-Tests</li> </ul>	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 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"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

# Indiana School Improvement Plan

Taft 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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> </ul>	Level 4

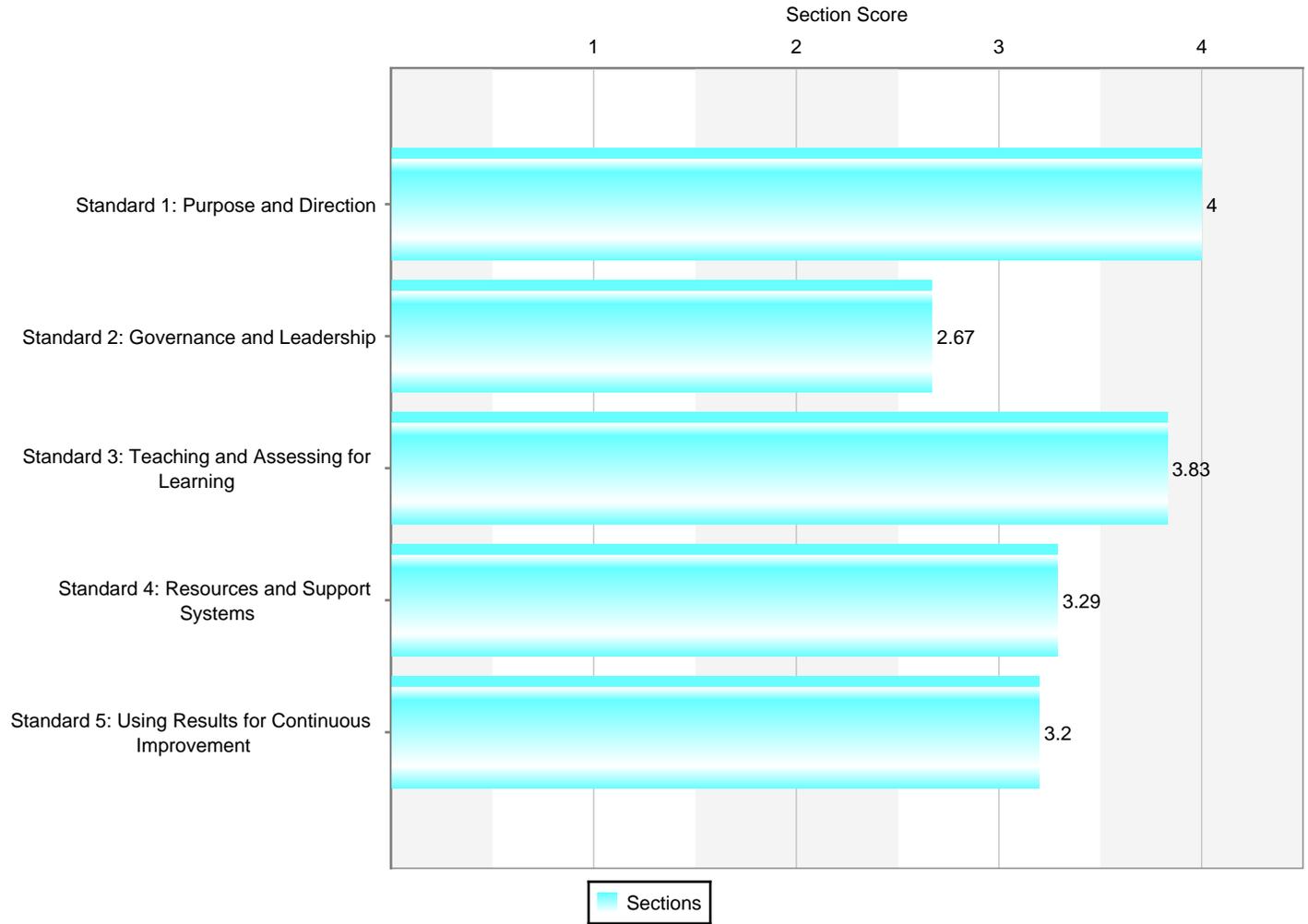
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Taft Middle School's areas of strength include standard indicators from standard 5. There are several programs utilized throughout Taft Middle School which have contributed to our implementation of a comprehensive assessment system, giving us a range of data about student learning and school effectiveness and allowing us to use the results for continual growth and improvement. The Rtl classes include

language arts and mathematics at grades 7, and 8. All RtI teachers are collecting and utilizing data in a consistent manner. There are many consistent and reliable sources of data collection, such as Star Reading, Star Math, Acuity test scores, ISTEP, ACT Explore, and teacher created pretest and post-tests for teachers to use as resources for growth and improvement strategies. However, we feel that we could expand these types of assessments and evaluation tools throughout the entire school, both vertically and horizontally. The use of learning goals and evaluation rubrics across all curricula and grade levels has created a systematic and consistent means to evaluate student learning. The implementation of iObservation and the Marzano Teacher Evaluation Model has given both teachers and administrators a consistent method to evaluate teaching and conditions that support student learning. However, we feel that we could have a stronger training program for everyone in relation to these evaluation models. Similarly, more training could be given in interpreting and using data to drive instruction.

## Report Summary

### Scores By Section



# 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		Student Performance Data 2015 TMS

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

An area that is above the expected level of performance is the Algebra End of Course Assessment. We have a 100% passing rate on this assessment for 2012-2014. We are now transitioning to the ISTEP 10+. Similarly, we are above the expected value of performance for the English ACT Aspire College & Career Benchmark tests at all three grade levels.

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

Positive trend data is skewed due to the 2015 ISTEP alterations, despite the holds-harmless status. Prior to this, were showing a positive trend in the following areas:

#### Math ISTEP+ results

- 2011 85% passing
- 2012 90% passing
- 2013 88% passing

#### Algebra End of Course Assessment results

- 2011 90% pass+
- 2012 88% pass+
- 2013 92% pass+

Now, all positive trends have been lost, but we remain in the top 6 schools in math and ELA percent passing rankings when compared to our league schools.

### Which area(s) indicate the overall highest performance?

Our overall pass+ rate for ISTEP Math 2015 maintained a 40% despite changes to the ISTEP format.

79% of our ELL population in 8th grade passed the Math ISTEP.

Our students also show high performance on the Algebra End of Course Assessment. For 2012-2014, 100% of our students have passed the ECA with 90% of the students achieving in the pass+ range.

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

Based on ISTEP+ results for the years 2010-2014, the following subgroups show a trend toward increasing performance: non-free/reduced lunch, free/reduced price, white, Hispanic, and multiracial. ISTEP 2015 results skew the trends.

**Between which subgroups is the achievement gap closing?**

The highest performing subgroup, based on ISTEP+ results in mathematics and language arts for the years 2010-2014, is the not free/reduced lunch. The non-white subgroup is closing the achievement gap.

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

ISTEP+ results in mathematics at the 8th grade level are comparable with the Algebra End of Course Assessment for 2012-2014.

## Areas in Need of Improvement

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

All 2015 ISTEP levels are below the expected levels of performance.

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

Areas that we see a negative trend in performance includes:

All ISTEP areas of assessment

Star Reader results from 6th-8th grade

2013-End of Year Proficiency Results

- 6th grade 79%
- 7th grade 60%
- 8th grade 63%

2014-End of Year Proficiency Results

- 6th grade 77%
- 7th grade 61%
- 8th grade 60%

Star Math results from 6th-8th grade

2013-End of Year Proficiency Results

- 6th grade 86%
- 7th grade 74%
- 8th grade 63%

### Which area(s) indicate the overall lowest performance?

The 2015 Math ISTEP scores were the lowest overall.

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

The following subgroups show a trend toward decreasing performance on the Mathematics ISTEP: special education, free/reduced lunch, and non-white subgroups. For 7th grade ELA ISTEP the following subgroups show a decline in performance: free/reduced lunch, and black subgroups. Males, overall, showed a drastic decrease for Math ISTEP.

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

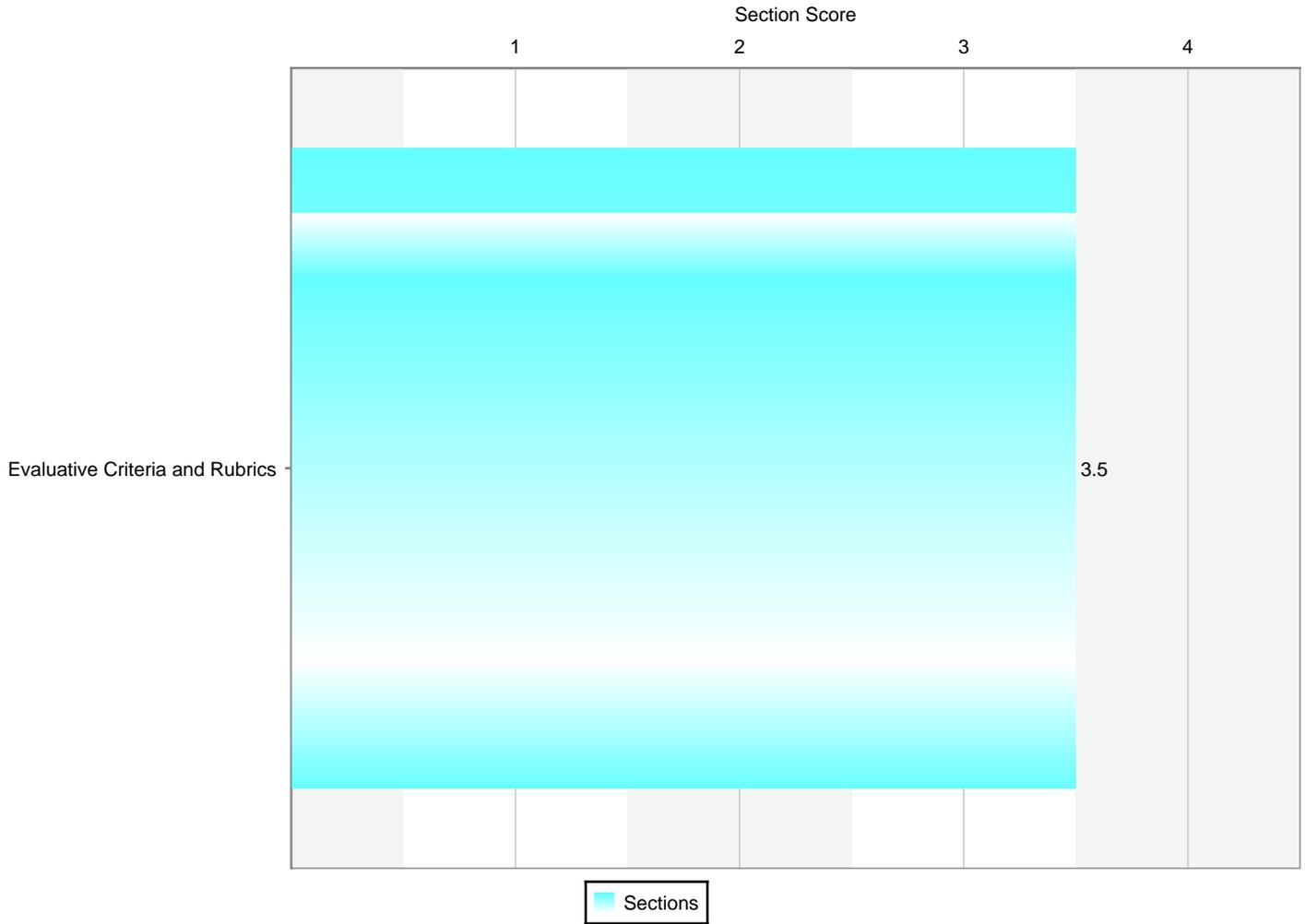
The subgroup that is showing an increase in the achievement gap is our students that fall into the special education. It is the math achievement gap for the special education subgroup that is widening.

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

ISTEP+ results and Star Reader & Math End-of-Year results are consistent with each other.

## Report Summary

### Scores By Section



# 2015 TMS School Improvement Plan

## **Overview**

### **Plan Name**

2015 TMS School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be on track to be college and career ready.	Objectives: 5 Strategies: 6 Activities: 22	Academic	\$3100

## Goal 1: All students will be on track to be college and career ready.

### Measurable Objective 1:

90% of All Students will achieve college and career readiness benchmark in Reading by 06/30/2017 as measured by the ACT Aspire College and Career Assessment.

### Strategy 1:

Reading Differentiated Intervention - Based on their current reading level, students will be given academic interventions for enrichment and/or remediation in reading. Research Cited: Marzano's Levels of School Effectiveness insists that such programming will allow Taft to provide our students the appropriate framework for 21st century success.

Evidence of success: ACT Aspire Growth

Activity - Read180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide reading instruction and intervention for students reading below grade level.	Academic Support Program	08/26/2015	06/12/2019	\$0	General Fund	ELA Department Chair
Activity - ELA RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tiered reading instruction, intervention, and enrichment for 7th & 8th grade students at their current reading level.	Academic Support Program	08/26/2015	06/12/2019	\$0	General Fund	RTI & ELA instructors
Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all advisory students an average of 80 minutes per week for reading material of choice. Provide accountability measures for the independent reading.	Academic Support Program	09/01/2015	05/31/2019	\$0	General Fund	advisory instructors
Activity - Text Variety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide variety of texts that vary in range, quality, and complexity in all academic areas for students to apply the reading standards.	Academic Support Program	09/01/2015	05/31/2019	\$0	General Fund	all academic instructors.
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide optional peer tutoring for those opting to improve their reading.	Tutoring	11/11/2015	05/30/2019	\$0	No Funding Required	Student Council Coordinator

**Measurable Objective 2:**

90% of All Students will achieve college and career readiness benchmark in Mathematics by 06/30/2017 as measured by the ACT Aspire college and career assessment.

**Strategy 1:**

Mathematics Differentiated Intervention - Based on their current mathematics level, students will be given academic interventions for enrichment and/or remediation in mathematics.

Research Cited: Marzano's high-yield instructional strategies:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers.

According to John Hattie's research, acceleration, providing formative evaluation, comprehensive interventions for learning disabled, feedback, problem-solving teaching, direct instruction, goals, worked examples, and mastery learning all have an effect size large enough to promote student achievement.

Evidence of success: Star Math Assessment Growth

Activity - Math Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are tiered based Star Math scores. Students will be assigned math lessons based on their tier level as well as their skill gaps in mathematics.	Academic Support Program	08/20/2015	06/12/2019	\$0	General Fund	Mathematics teachers and Math Rtl teachers.
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide optional peer tutoring for those opting to improve their mathematics.	Tutoring	08/20/2015	06/12/2019	\$0	No Funding Required	Student Council Coordinator
Activity - Math Text Variety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide variety of math texts that vary in range, quality, and complexity for all students to apply the math standards in all math and science courses.	Academic Support Program	08/20/2015	06/12/2019	\$0	No Funding Required	Math and Science teachers

**Indiana School Improvement Plan**

Taft Middle School

Activity - Real-world Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classwork will mimic real-world situations and students will solve the problems using critical thinking.	Direct Instruction	08/20/2015	06/12/2019	\$0	No Funding Required	All Mathematics teachers

**Measurable Objective 3:**

90% of All Students will achieve college and career readiness benchmark in Writing by 06/30/2017 as measured by the ACT Aspire College and Career Assessment.

**Strategy 1:**

Writing Differentiated Intervention - Based on their current writing level, students will be given academic interventions for enrichment and/or remediation in writing.

Research Cited: Robert Marzano believes that rigorous writing is a necessity for students to be adequately prepared for their career and academic path. Similarly, such elaborate intentions, assessments, and restructuring will maximize the impact on learning, further preparing Taft students for their college and career path (Hattie, J).

Indiana Academic Standards call for students to be able to communicate through writing for a variety of purposes and to a variety of audiences, further preparing students for their future college and/or career path.

Evidence of success: ACT Aspire Achievement and Growth; ISTEP Achievement and Growth

Activity - ELA RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tiered writing instruction, intervention, and enrichment for 7th and 8th grade students at their current writing level.	Academic Support Program	08/24/2015	06/20/2019	\$0	General Fund	RTI & ELA Instructors

Activity - Writing Prompt Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with writing prompts to respond to and clearly communicate ideas across the curriculum.	Academic Support Program	08/20/2015	06/20/2019	\$0	General Fund	all academic instructors

Activity - Teacher Training on Paragraph Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on a teaching and scoring paragraph structure using common language and criteria.	Professional Learning	11/01/2016	04/14/2017	\$0	General Fund	ELA instructors and the School Improvement Team

**Measurable Objective 4:**

90% of All Students will achieve college and career readiness benchmark in Science by 06/30/2017 as measured by the ACT Aspire college and career assessment.

**Strategy 1:**

Critical Thinking - Critical Thinking will be implemented with the use of project-based learning, nature of science standards, Next Generation Science Standards, and STEM activities.

## Indiana School Improvement Plan

Taft Middle School

Research Cited: Marzano's Levels of School Effectiveness insists that such programming will allow Taft to provide our students the appropriate framework for 21st century success.

Evidence of success: ACT Aspire Science benchmark growth

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students helping others with science curriculum mastery.	Tutoring	08/20/2015	06/12/2019	\$0	No Funding Required	Student Council Advisor

Activity - Pre- and Post-Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a pre-test at the beginning of the school year to test their critical thinking skills and prior knowledge. They will take a post-test at the end of the year to see if their skills have improved.	Direct Instruction	08/20/2015	06/01/2016	\$0	No Funding Required	All Science Teachers

### Strategy 2:

Relevant and Rigorous Science Activities. - The strategy will be implemented with the help of Next Generation Science standards and the use of labs, activities, and/or projects.

Research Cited: Marzano's Levels of School Effectiveness insists that such programming will allow Taft to provide our students the appropriate framework for 21st century success.

Evidence of success: ACT Aspire Science Assessment Benchmark

Activity - Challenger Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Challenger Center Field Trip	Field Trip	08/20/2015	06/12/2019	\$0	Other	6th and 8th grade teachers

Activity - Project-based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have PBL activities throughout the year that concentrate on science standards and critical thinking.	Direct Instruction	08/20/2015	06/12/2019	\$0	No Funding Required	All Science Teachers

### Measurable Objective 5:

90% of All Students will demonstrate a behavior indicating personal knowledge of their college and career path and the steps to attain their goal in Career & Technical by 04/20/2018 as measured by survey results..

### Strategy 1:

Advisory - Provide an adult advocate by providing an advisory class with embedded opportunities for self-awareness and its applications.

Research Cited: "An advisory program facilitates these kinds of relationships and provides the structure that creates "connectedness" in a middle school.

Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the school, are engaged in the school, and feel a

sense of belonging to the school. School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006). Moreover, schools intentionally organized to promote An advisory program facilitates these kinds of relationships and provides the structure that creates "connectedness" in a middle school. Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the school, are engaged in the school, and feel a sense of belonging to the school. School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006). Moreover, schools intentionally organized to promote personalization and the development of communities of learners better prepare adolescents for later success as adults (Carnegie Council on Adolescent Development, 1989). It is particularly urgent for middle school educators to improve school connectedness, because the roots of alienation take hold during early adolescence and the development of communities of learners better prepare adolescents for later success as adults (Carnegie Council on Adolescent Development, 1989). It is particularly urgent for middle school educators to improve school connectedness, because the roots of alienation take hold during early adolescence."

Creating a Culture of Connectedness through Middle School Advisory Programs. (n.d.). Retrieved February 15, 2016, from <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/279/Culture-of-Connectedness-through-Advisory.aspx>

Evidence of success: ACT Aspire Achievement; Survey Results

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their own devices to develop 21st century skills from completing assignments through the Buzz Learning Management System. Students will develop their technology skills with technology driven lessons in Advisory period and other academic courses. Students will use the Buzz LMS to submit assignments and use applications that are interwoven into Buzz. Students will become proficient in using Google Drive and Google Apps.	Career Preparation/Orientation	08/20/2015	06/12/2019	\$0	No Funding Required	All staff and faculty
Activity - CASS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide lessons and reflections from the Creating a Safe School program to build character, aid in social understanding, and enhance connectedness.	Behavioral Support Program	09/01/2015	06/12/2019	\$500	Other	CASS Coordinator and Advisory Instructors
Activity - Career Cruising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Indiana School Improvement Plan

Taft Middle School

Students will navigate through the Career Cruising program to complete inventories, surveys, lessons, and activities in order to gain a better perspective on learning styles and the type of careers that best match their interests.	Career Preparation/Orientation	08/20/2015	06/12/2019	\$1600	General Fund	Guidance Department and any staff member with an Advisory Period.
<b>Activity - Second Step</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide Second Step lessons for social norms, productive citizenship, and navigating adolescence.	Behavioral Support Program	09/01/2015	06/08/2016	\$1000	District Funding	Advisory Teachers & PBIS Paraprofessional
<b>Activity - Reality Store</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Crown Point/Merrillville Chamber of Commerce hosts an annual Reality Store event for 8th grade students in November. Students are given a career, salary, family and will have to purchase items and learn how to manage and balance their budget. Students wear formal attire and go through an interview process prior to the event.	Community Engagement	08/20/2015	06/12/2019	\$0	No Funding Required	8th grade teachers, Administrators, and Guidance Department.
<b>Activity - ACT Academic Behavior Assessment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will use the ACT Academic Behaviors to self assess their academic behaviors, set goals, and assess their growth in each of the ACT Academic Behavior strands.	Behavioral Support Program	10/07/2015	05/01/2019	\$0	General Fund	Advisory Instructors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Academic Behavior Assessment	Students will use the ACT Academic Behaviors to self assess their academic behaviors, set goals, and assess their growth in each of the ACT Academic Behavior strands.	Behavioral Support Program	10/07/2015	05/01/2019	\$0	Advisory Instructors
ELA RTI	Provide tiered writing instruction, intervention, and enrichment for 7th and 8th grade students at their current writing level.	Academic Support Program	08/24/2015	06/20/2019	\$0	RTI & ELA Instructors
ELA RTI	Provide tiered reading instruction, intervention, and enrichment for 7th & 8th grade students at their current reading level.	Academic Support Program	08/26/2015	06/12/2019	\$0	RTI & ELA instructors
Teacher Training on Paragraph Structure	Train teachers on a teaching and scoring paragraph structure using common language and criteria.	Professional Learning	11/01/2016	04/14/2017	\$0	ELA instructors and the School Improvement Team
Read180	Provide reading instruction and intervention for students reading below grade level.	Academic Support Program	08/26/2015	06/12/2019	\$0	ELA Department Chair
Text Variety	Provide variety of texts that vary in range, quality, and complexity in all academic areas for students to apply the reading standards.	Academic Support Program	09/01/2015	05/31/2019	\$0	all academic instructors.
Math Rtl	Students are tiered based Star Math scores. Students will be assigned math lessons based on their tier level as well as their skill gaps in mathematics.	Academic Support Program	08/20/2015	06/12/2019	\$0	Mathematics teachers and Math Rtl teachers.
Independent Reading	Provide all advisory students an average of 80 minutes per week for reading material of choice. Provide accountability measures for the independent reading.	Academic Support Program	09/01/2015	05/31/2019	\$0	advisory instructors
Writing Prompt Use	Provide students with writing prompts to respond to and clearly communicate ideas across the curriculum.	Academic Support Program	08/20/2015	06/20/2019	\$0	all academic instructors

## Indiana School Improvement Plan

Taft Middle School

Career Cruising	Students will navigate through the Career Cruising program to complete inventories, surveys, lessons, and activities in order to gain a better perspective on learning styles and the type of careers that best match their interests.	Career Preparation/Orientation	08/20/2015	06/12/2019	\$1600	Guidance Department and any staff member with an Advisory Period.
<b>Total</b>					\$1600	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre- and Post-Tests	Students will take a pre-test at the beginning of the school year to test their critical thinking skills and prior knowledge. They will take a post-test at the end of the year to see if their skills have improved.	Direct Instruction	08/20/2015	06/01/2016	\$0	All Science Teachers
Peer Tutoring	Provide optional peer tutoring for those opting to improve their mathematics.	Tutoring	08/20/2015	06/12/2019	\$0	Student Council Coordinator
Project-based Learning	Students will have PBL activities throughout the year that concentrate on science standards and critical thinking.	Direct Instruction	08/20/2015	06/12/2019	\$0	All Science Teachers
Peer Tutoring	Provide optional peer tutoring for those opting to improve their reading.	Tutoring	11/11/2015	05/30/2019	\$0	Student Council Coordinator
Math Text Variety	Provide variety of math texts that vary in range, quality, and complexity for all students to apply the math standards in all math and science courses.	Academic Support Program	08/20/2015	06/12/2019	\$0	Math and Science teachers
Peer Tutoring	Students helping others with science curriculum mastery.	Tutoring	08/20/2015	06/12/2019	\$0	Student Council Advisor
Technology Integration	Students will use their own devices to develop 21st century skills from completing assignments through the Buzz Learning Management System. Students will develop their technology skills with technology driven lessons in Advisory period and other academic courses. Students will use the Buzz LMS to submit assignments and use applications that are interwoven into Buzz. Students will become proficient in using Google Drive and Google Apps.	Career Preparation/Orientation	08/20/2015	06/12/2019	\$0	All staff and faculty
Real-world Application	Classwork will mimic real-world situations and students will solve the problems using critical thinking.	Direct Instruction	08/20/2015	06/12/2019	\$0	All Mathematics teachers
Reality Store	The Crown Point/Merrillville Chamber of Commerce hosts an annual Reality Store event for 8th grade students in November. Students are given a career, salary, family and will have to purchase items and learn how to manage and balance their budget. Students wear formal attire and go through an interview process prior to the event.	Community Engagement	08/20/2015	06/12/2019	\$0	8th grade teachers, Administrators, and Guidance Department.

**Indiana School Improvement Plan**

Taft Middle School

**Total** \$0

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Second Step	Provide Second Step lessons for social norms, productive citizenship, and navigating adolescence.	Behavioral Support Program	09/01/2015	06/08/2016	\$1000	Advisory Teachers & PBIS Paraprofessional
<b>Total</b>					\$1000	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CASS	Provide lessons and reflections from the Creating a Safe School program to build character, aid in social understanding, and enhance connectedness.	Behavioral Support Program	09/01/2015	06/12/2019	\$500	CASS Coordinator and Advisory Instructors
Challenger Field Trip	Challenger Center Field Trip	Field Trip	08/20/2015	06/12/2019	\$0	6th and 8th grade teachers
<b>Total</b>					\$500	

## **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

<b>School Name:</b> Robert A. Taft Middle School			<b>School Year:</b> 2015-2019	
<b>Professional Development Goal:</b> Increase college and career skill levels using the strategies and methodology described by Robert Marzano and John Hattie.			<b>Monitoring</b>	
<b>Benchmark:</b> 90% of students will achieve the College and Career Benchmark Achievement on the ACT Aspire. Teacher Evaluations through iobservation.			<b>Student Achievement Data Sources</b>	<ol style="list-style-type: none"> <li>1. I.S.T.E.P. +</li> <li>2. Star Reader</li> <li>3. Star Math</li> <li>4. Learning Goal Progress</li> </ol>
			<b>Teacher Implementation Data Sources</b>	<ol style="list-style-type: none"> <li>1. Actual practice</li> <li>2. Common assessments</li> <li>3. Acuity</li> </ol>
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
1. Teachers will learn about Bloom’s Taxonomy, Depth of Knowledge, & Rigor & Relevance and their application to teaching, learning, and assessment.	Teaching Staff	School Improvement Team Instructional Staff Administration	Substitute Pay	Ongoing
2. Teachers will learn about instructional strategies related to critical thinking.	Teaching Staff	School Improvement Team Instructional Staff Administration	N/A	Ongoing
3. Teachers will learn about instructional strategies related to Blended Learning, CP 2.0, & Buzz.	Teaching Staff	Central Office School Improvement Team Technology Personnel Instructional Staff Administration	Substitute Pay	Ongoing
4. Teachers will receive professional development on instructional strategies relative to iobservation methodology described by Robert Marzano and John Hattie.	Teaching Staff	Central Office School Improvement Team Instructional Staff Administration	N/A	Ongoing
5. Teachers will receive professional development on instructional strategies as related to Advisory components.	Teaching Staff	Central Office School Improvement Team Instructional Staff Administration	N/A	ngoing

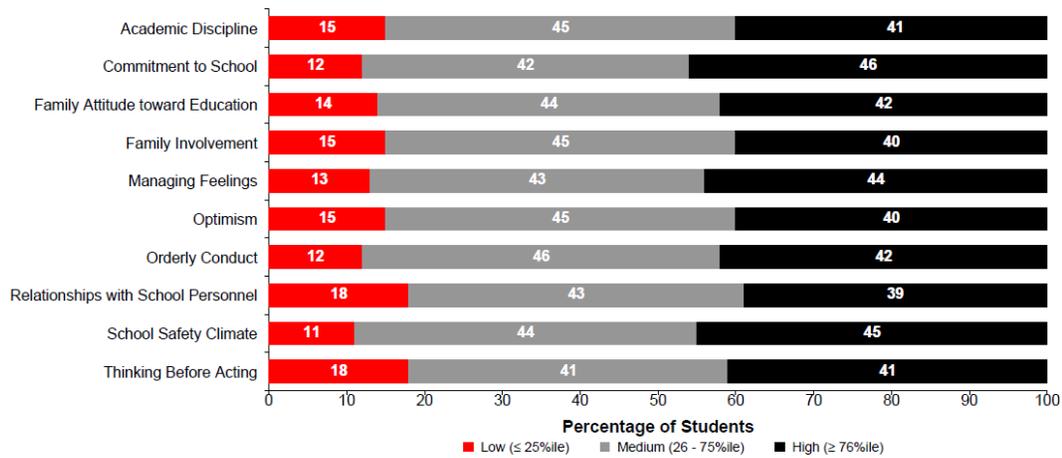
## Professional Development Plan

<b>School Name:</b> Robert A. Taft Middle School			<b>School Year:</b> 2015-2019	
<b>Professional Development Goal:</b> Increase horizontal and vertical articulation through Professional Learning Communities to align curriculum, share instructional strategies, and increase student achievement.			<b>Monitoring</b>	
			<b>Student Achievement Data Sources</b>	1. I.S.T.E.P. + 2. Star Reader 3. Star Math 4. ACT Aspire
<b>Benchmark:</b> 90% of students will achieve the College and Career Benchmark Achievement on the ACT Aspire. Teacher Evaluations through iobservation.			<b>Teacher Implementation Data Sources</b>	1. Actual practice 2. Common assessments 3. Acuity
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
1. Time will be structured and designated for Professional Learning Communities.	Teaching Staff	School Improvement Team	N/A	August 2016
2. Teachers will receive professional development on PLC purpose, norms, structures, and implementation.	Teaching Staff	School Improvement Committees	N/A	August 2016
3. Academic departments will hold weekly grade level meetings and monthly department meetings to discuss curriculum alignment, share instructional strategies, and create common curriculum.	Department Members	Department Chair/Grade Level Contact	N/A	August 2016
4. Academic Teams will meet daily to articulate about students, to review data, hold parent meetings, and plan for instruction.	Team Members	Team Leaders	N/A	Ongoing

## Student Performance Data

### ACT Engage Student Survey

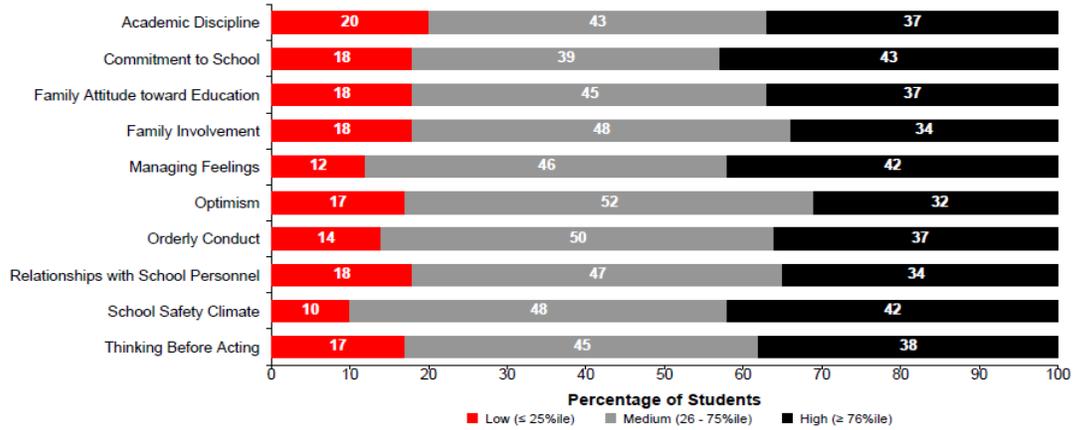
#### 2011 Percentage of Students with ENGAGE Percentile Scores in each Broad Range



Note. N = 899. Percentages may not add up to 100% due to rounding.

## ACT Engage Student Survey

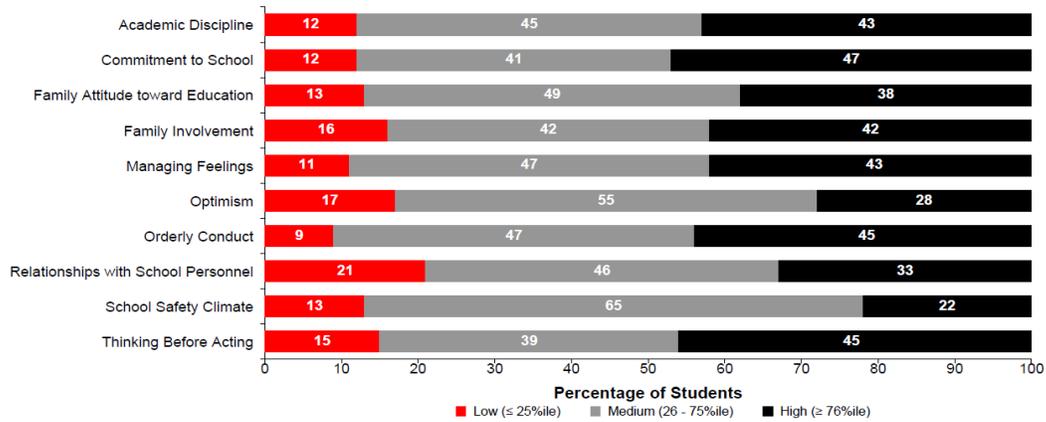
### 2012 Percentage of Students with ENGAGE Percentile Scores in each Broad Range



Note.  $N = 873$ . Percentages may not add up to 100% due to rounding.

## ACT Engage Student Survey

### 2013 Percentage of Students with ENGAGE Percentile Scores in each Broad Range

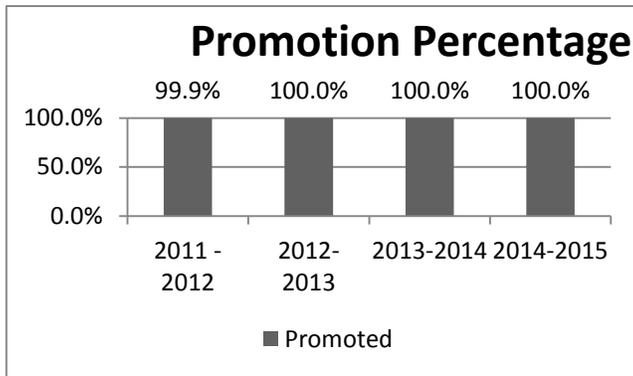


Note. N = 275. Percentages may not add up to 100% due to rounding.

Based on the ACT Engage Student Surveys from 2011 and 2013, data from these surveys told us that we needed to spend more time in the classroom on providing students with skills and knowledge to handle situations that involve the affective domain as well as the academic domain. At that time, about 50% of our students reported that they could use insight on how to manage their feelings, build relationships with their peers and school personnel, create a safe school climate, learn to act appropriately in different situations, and understand the positive consequences of thinking before acting. Similarly, about 50% of our students reported that they could also benefit from discussions which focus on various study skills which will help them excel in the classroom, perform at a higher level, and prepare them for high school, vocational school, and college and/or technological schools.

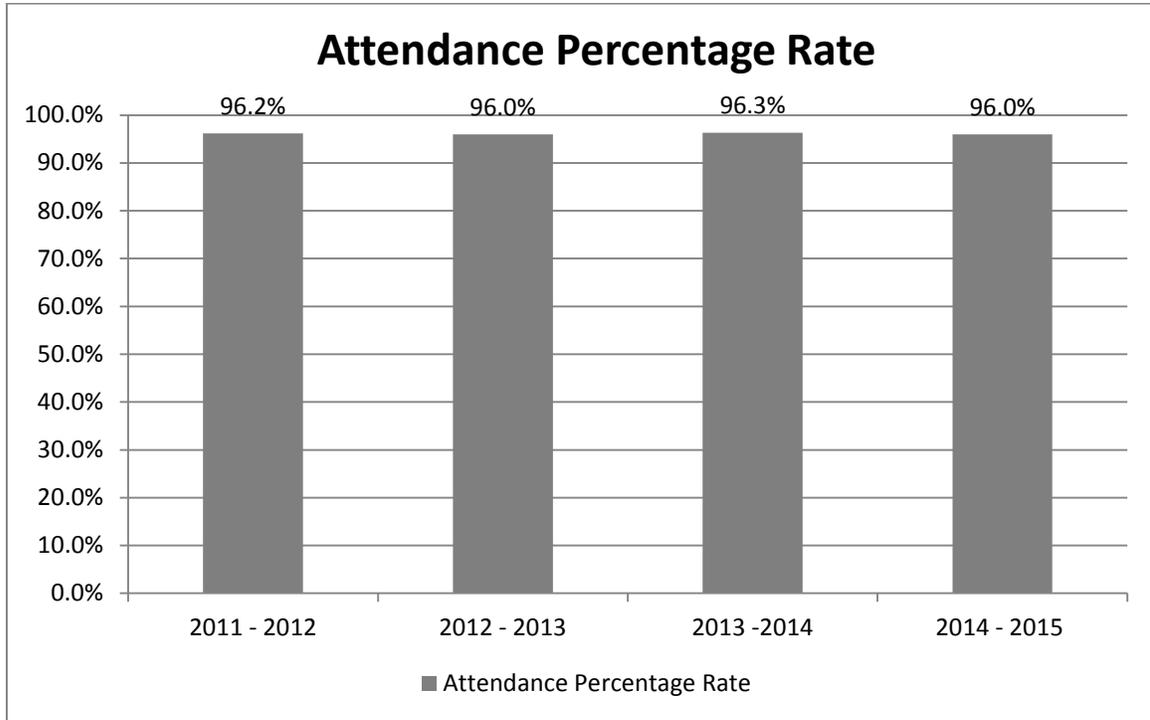
In response, Taft has implemented an Advisory program. This program gives each student a class that focuses on teaching and enhancing the affective and academic domain skill sets. The students will be assigned an Advisory class as sixth graders and will remain with that teacher for all three years of their middle school years. We hope to administer the ACT Engage Student Surveys again this spring which will offer us further insight as to how to enhance our efforts.

## Promotions and Retentions



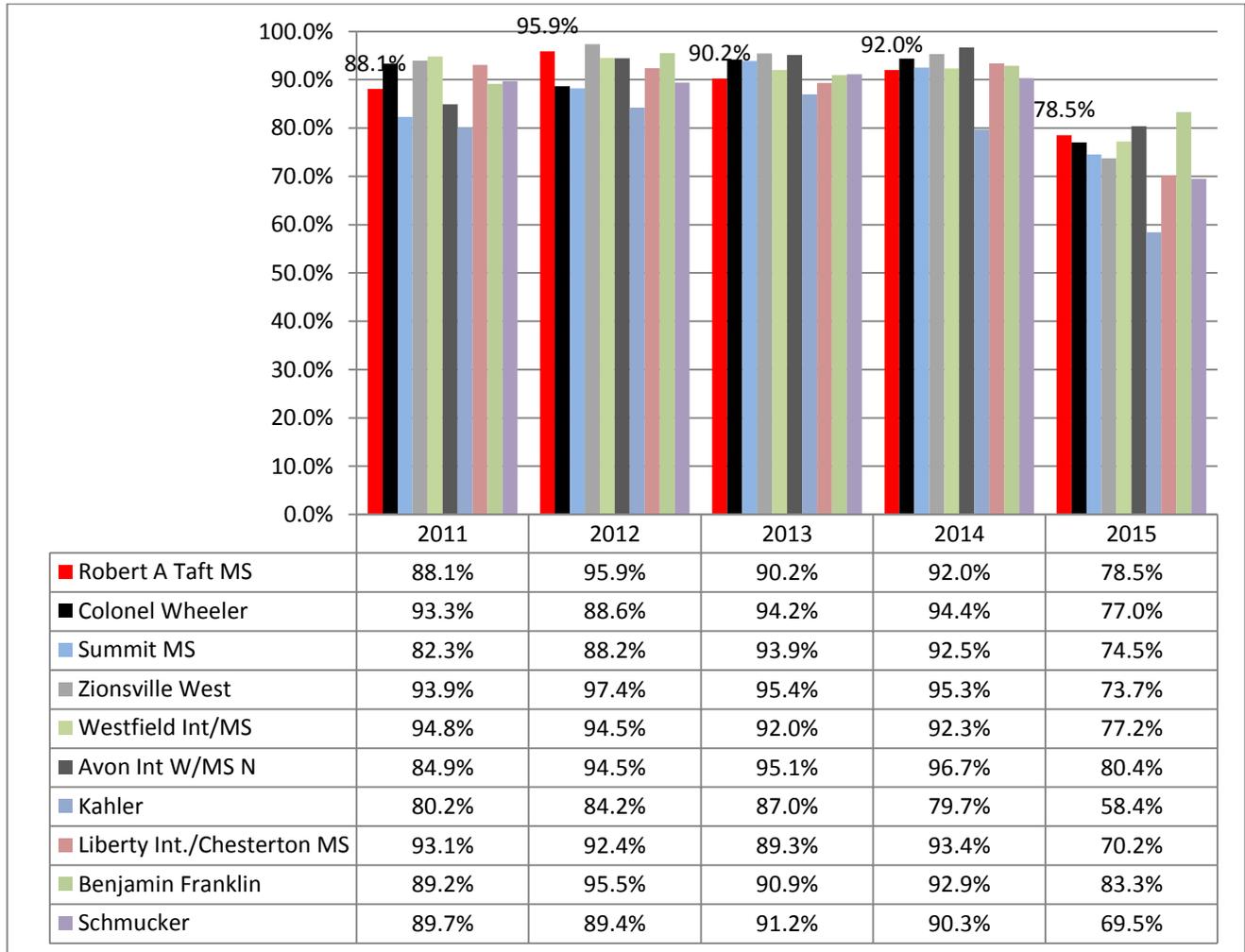
This data lets us know that very few students have been retained over the past four years. These results are due to our Rtl programming, summer school programming, and/or a combination of both, as well as a philosophy at Taft that retention does not prove to be a helpful strategy at the middle level.

## Attendance Rates



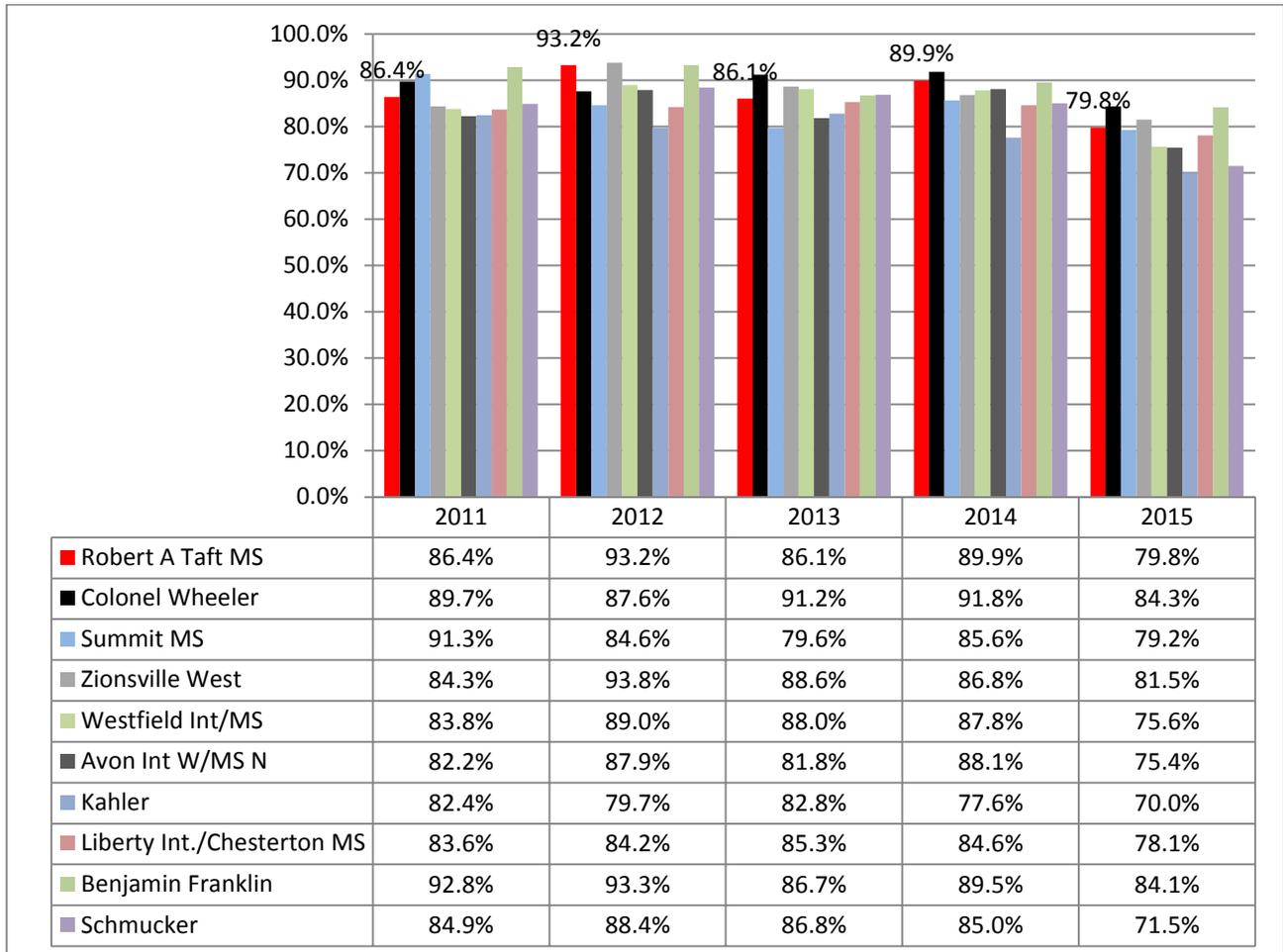
The attendance rate has consistently been at or just above 96% since 2011.

**ISTEP+ Performance Trends**  
**6<sup>th</sup> Grade Math Passing Percentage**  
**Robert A Taft vs. League Schools**



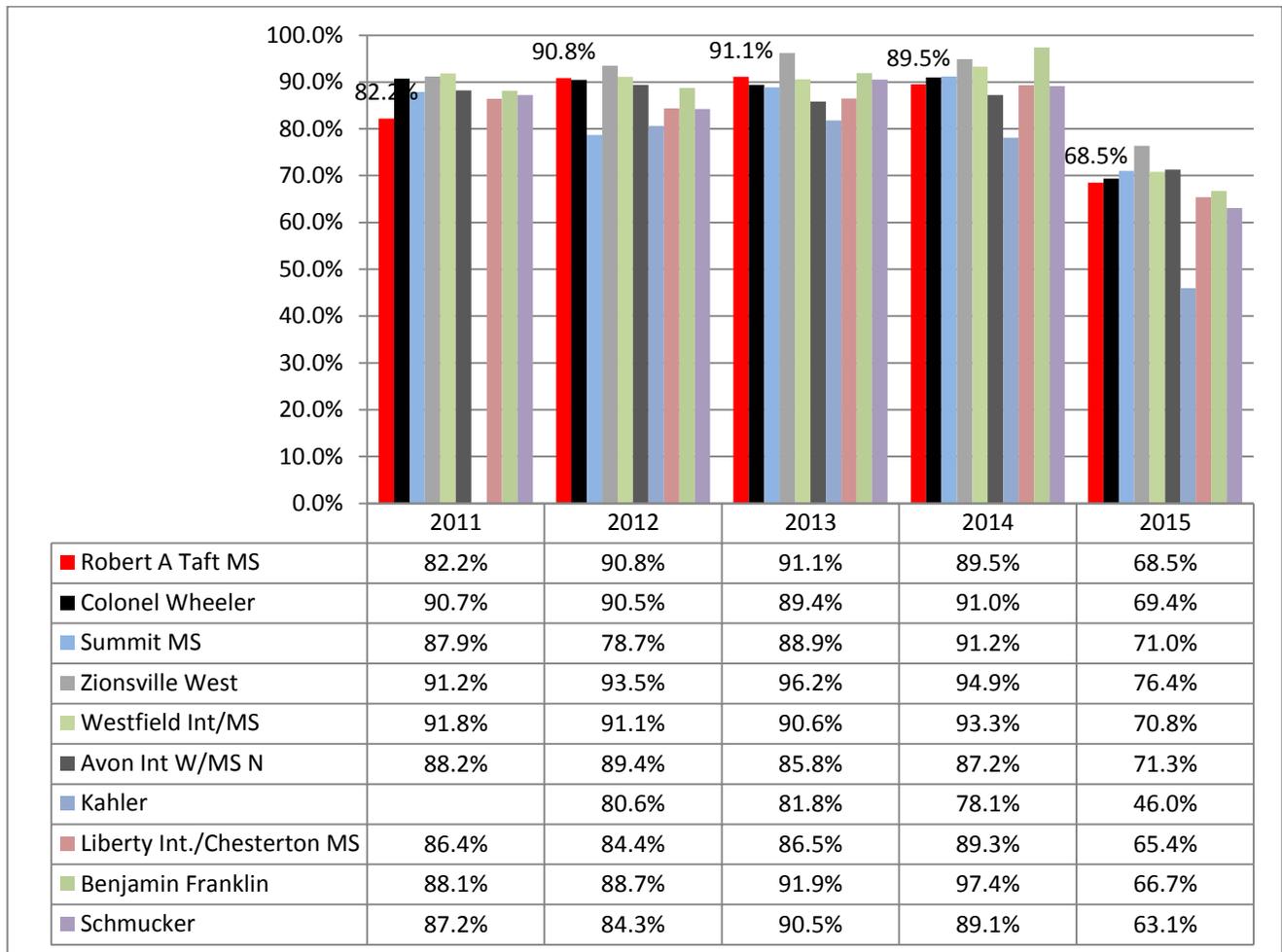
This ISTEP+ trend data for 6<sup>th</sup> grade math shows that from 2011-2014, the percentage of students passing the ISTEP+ math test gradually increases, and our percentage of students passing is comparable with our league schools. This information lets us know that we are hovering around the 90% pass rate for the past few years, and we have some area for improvement within our league of schools. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

**ISTEP+ Performance Trends**  
**6<sup>th</sup> Grade Language Arts Passing Percentage**  
**Robert A. Taft vs. League Schools**



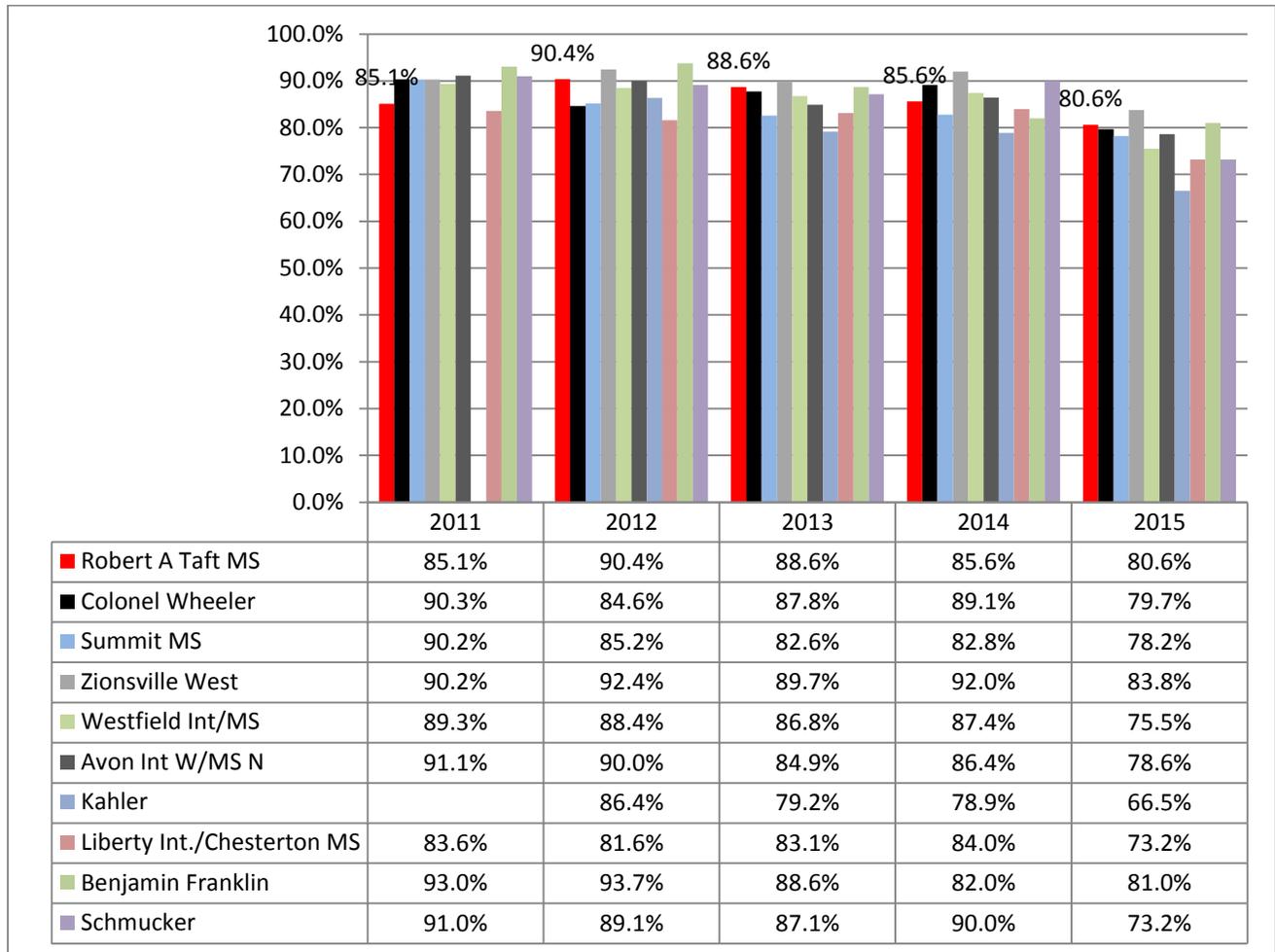
This ISTEP+ trend data for 6<sup>th</sup> grade language arts shows that from 2011-2014, the percentage of students passing the ISTEP+ language arts test gradually increases and our percentage of students passing is comparable with our league schools. This information lets us know that we are on average hovering a little below the 90% pass rate for the past few years, and we are towards the top of our league of schools based on our passing rate. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

**ISTEP+ Performance Trends**  
**7<sup>th</sup> Grade Math Passing Percentage**  
**Robert A. Taft vs. League Schools**



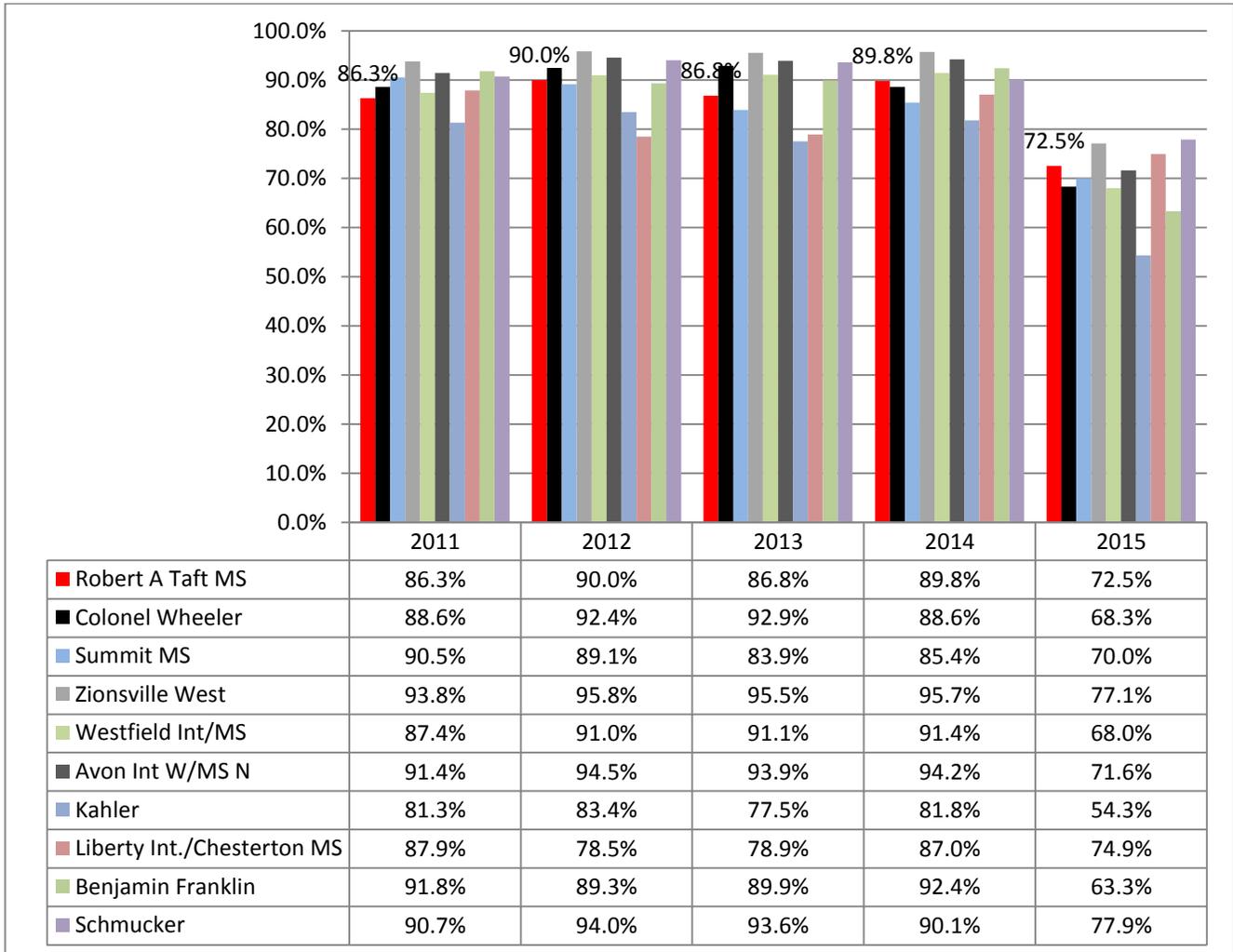
This ISTEP+ trend data for 7<sup>th</sup> grade math shows that from 2011-2014, the percentage of students passing the ISTEP+ math test jumped from 82% in 2012 to above the 90% passing rate. When comparing the passing rates of Robert A. Taft Middle School’s students with our league schools’ students, our passing rate falls within the range of scores. This means that we are making improvements in this area and need to continue implementing strategies and best practices that have proven successful with our students. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

**ISTEP+ Performance Trends**  
**7<sup>th</sup> Grade Language Arts Passing Percentage**  
**Robert A. Taft vs. League Schools**



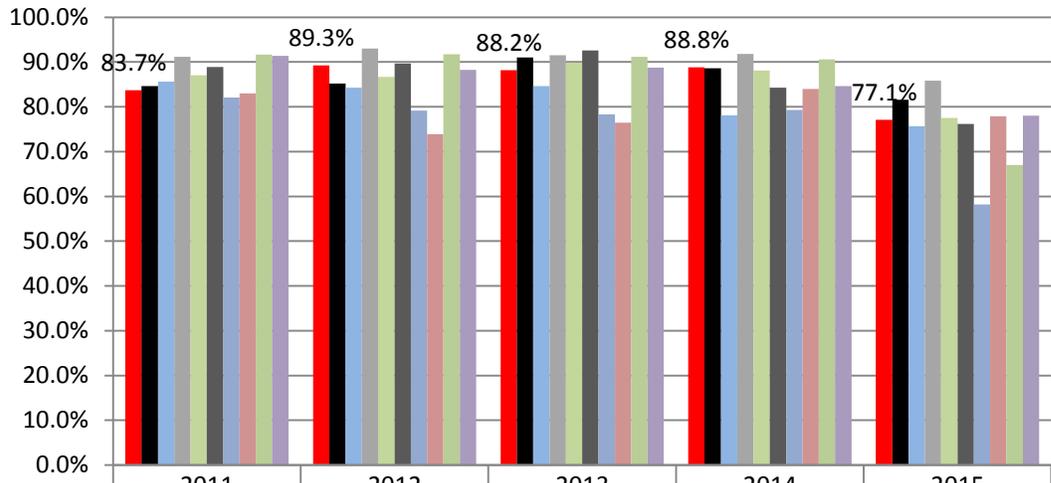
This ISTEP+ trend data for 7<sup>th</sup> grade language arts shows that from 2010-2014, the percentage of students passing the ISTEP+ language arts test shows a range from 85%-90%. When comparing the passing rate of Robert A. Taft Middle School students with our league schools' students, our passing rates are comparable and have been towards the top for the past two years. This means that we are making improvements in this area and need to continue implementing strategies and best practices that have proven successful with our students. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

**ISTEP+ Performance Trends**  
**8<sup>th</sup> Grade Math Passing Percentage**  
**Robert A. Taft vs. League Schools**



This ISTEP+ trend data for 8<sup>th</sup> grade math shows that from 2010-2014, the percentage of students passing the ISTEP+ math test shows a fluctuation between 86% and 91% for the past five years. When comparing the passing rates of Robert A. Taft Middle School students with our league schools' students, our passing rates fall within the range of all our league schools. This data tells us that we still have room to improve when compared to our league schools. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

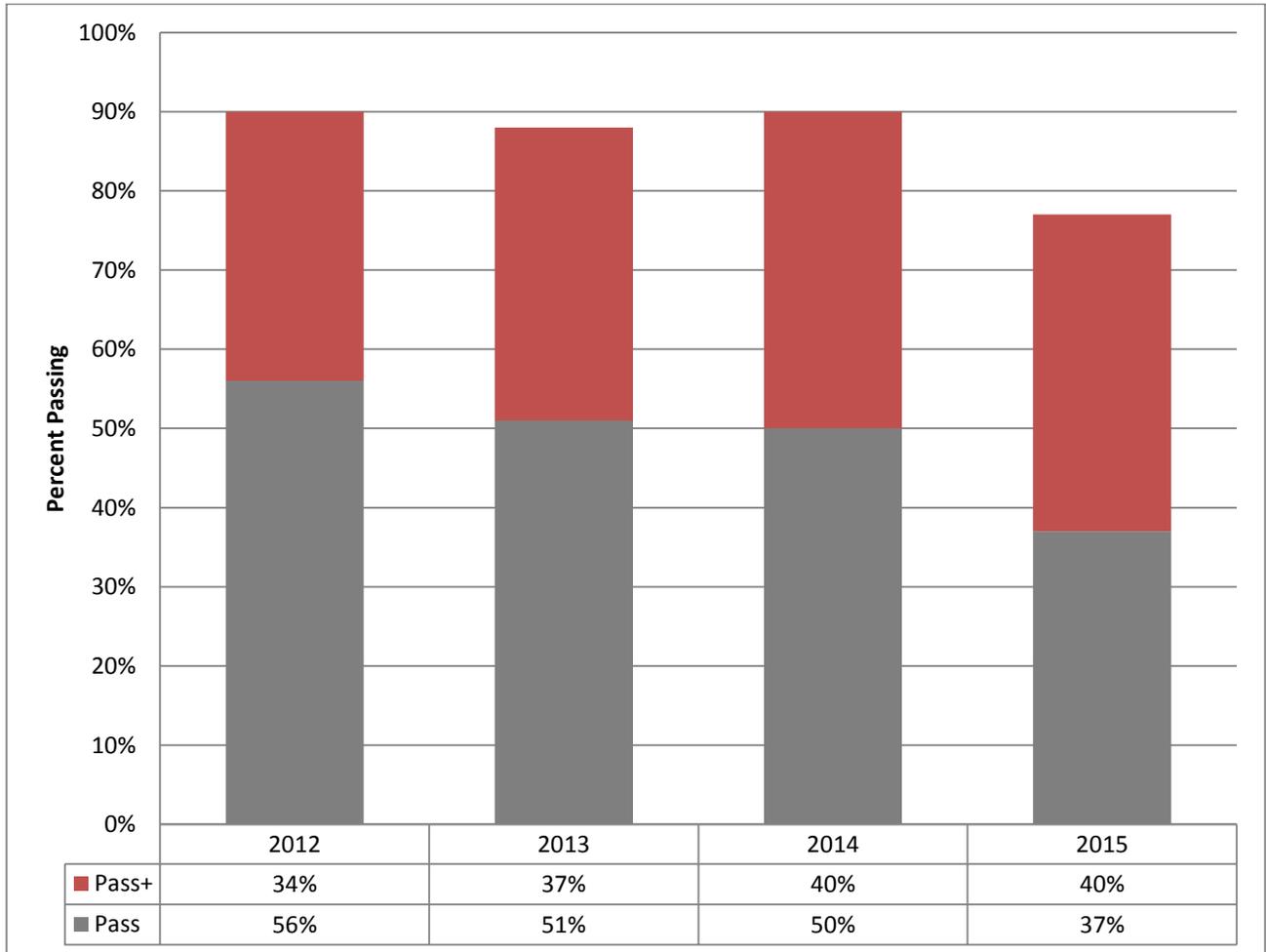
**ISTEP+ Performance Trends**  
**8<sup>th</sup> Grade Language Arts Passing Percentage**  
**Robert A. Taft vs. League Schools**



	2011	2012	2013	2014	2015
■ Robert A Taft MS	83.7%	89.3%	88.2%	88.8%	77.1%
■ Colonel Wheeler	84.6%	85.2%	91.0%	88.6%	81.6%
■ Summit MS	85.6%	84.3%	84.6%	78.1%	75.7%
■ Zionsville West	91.1%	93.0%	91.5%	91.8%	85.8%
■ Westfield Int./MS	87.0%	86.7%	89.9%	88.1%	77.5%
■ Avon Int W/MS N	88.9%	89.7%	92.5%	84.3%	76.2%
■ Kahler	82.1%	79.1%	78.3%	79.3%	58.2%
■ Liberty Int./Chesterton MS	83.0%	73.9%	76.5%	84.0%	77.9%
■ Benjamin Franklin	91.7%	91.7%	91.1%	90.6%	67.0%
■ Schmucker	91.4%	88.3%	88.8%	84.6%	78.0%

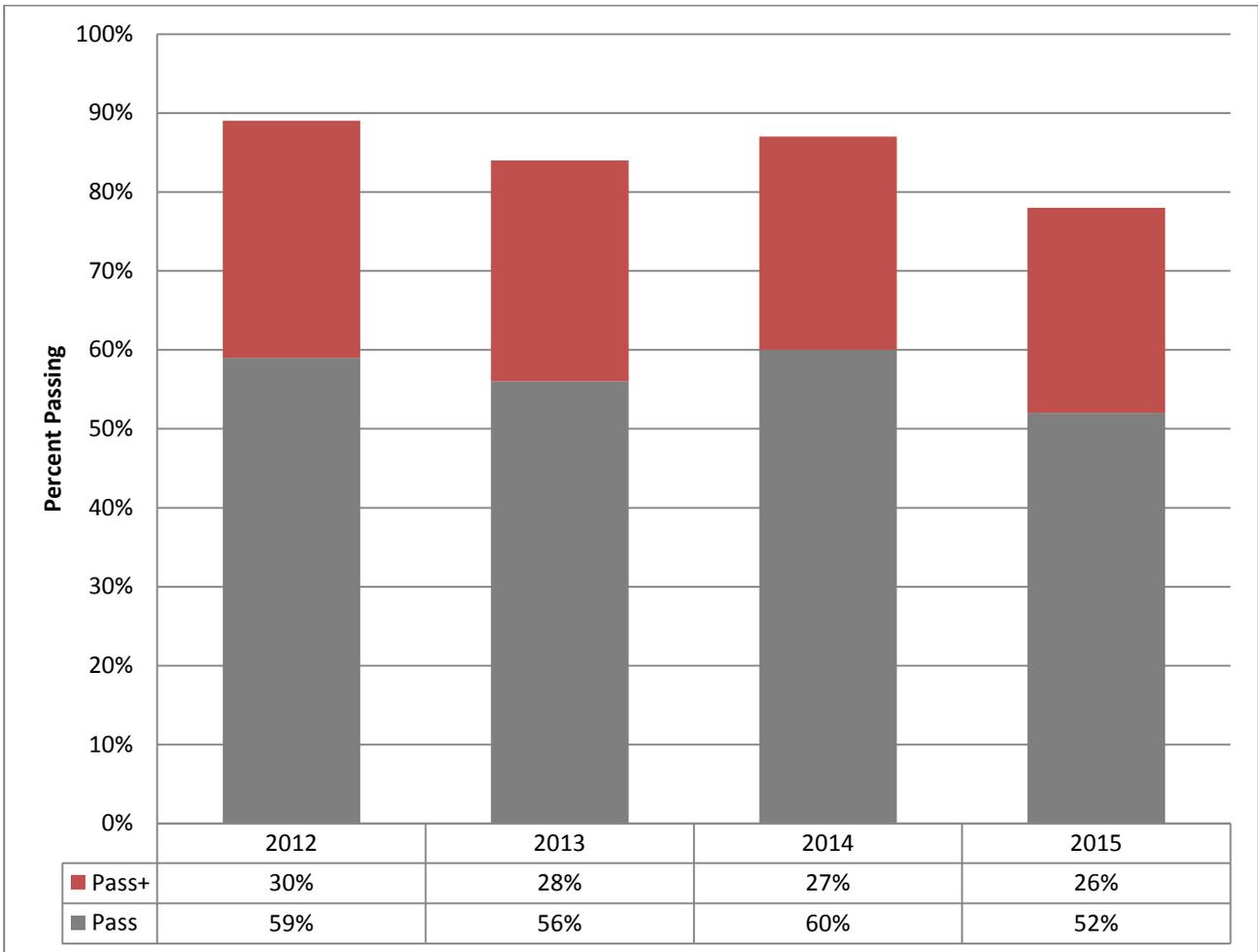
This ISTEP+ trend data for 8<sup>th</sup> grade language arts shows that from 2010-2014, the percentage of students passing the ISTEP+ language arts test consistently hovers between 87%-89%, with the exception of 2011. When comparing the passing rates of Robert A. Taft Middle School students with our league schools' students, we fall within the range of scores from our league schools and have been inching towards the top for the past two years. This means that we are making improvements in this area and need to continue implementing strategies and best practices that have proven successful with our students. With the change in ISTEP+ testing last year, we underwent a similar decrease in pass rates as our league schools experienced.

**ISTEP+ Disaggregation Summary**  
**Pass/Pass+ Percentages**  
**All Students Math**



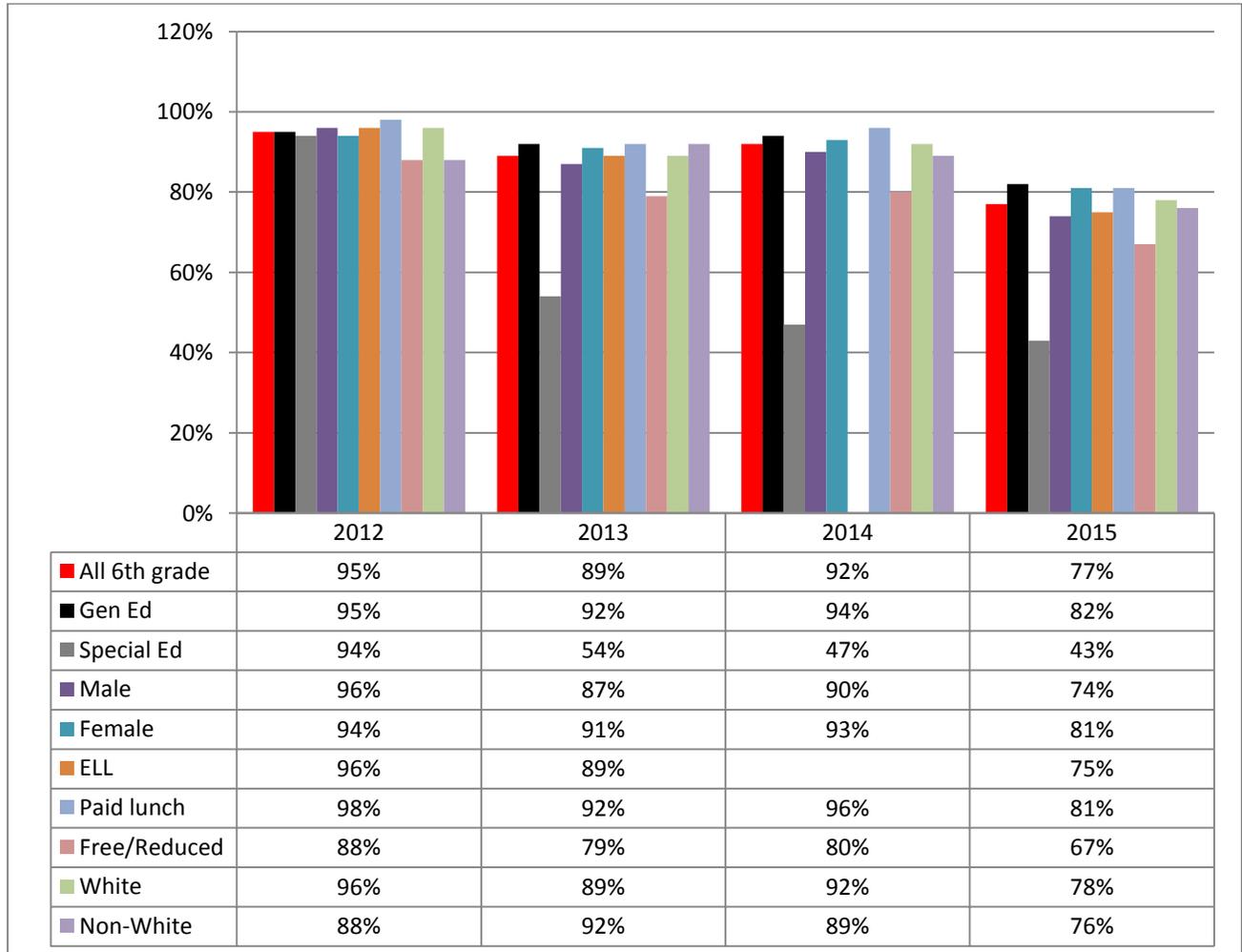
This data tells us that our school is implementing strategies that are helping more students achieve Pass+ on the mathematics ISTEP+ test over the last four years; however, we did experience a decrease in overall percentage of students who passed the ISTEP+ Mathematics on the 2015 test. League schools and schools across the state underwent similar decreases. Our Pass+ percentage remained steady while we saw a large decrease in our Pass percentage as a result of the changed ISTEP+ exam.

**ISTEP+ Disaggregation Summary  
Pass/Pass+ Percentages  
All Students Language Arts**



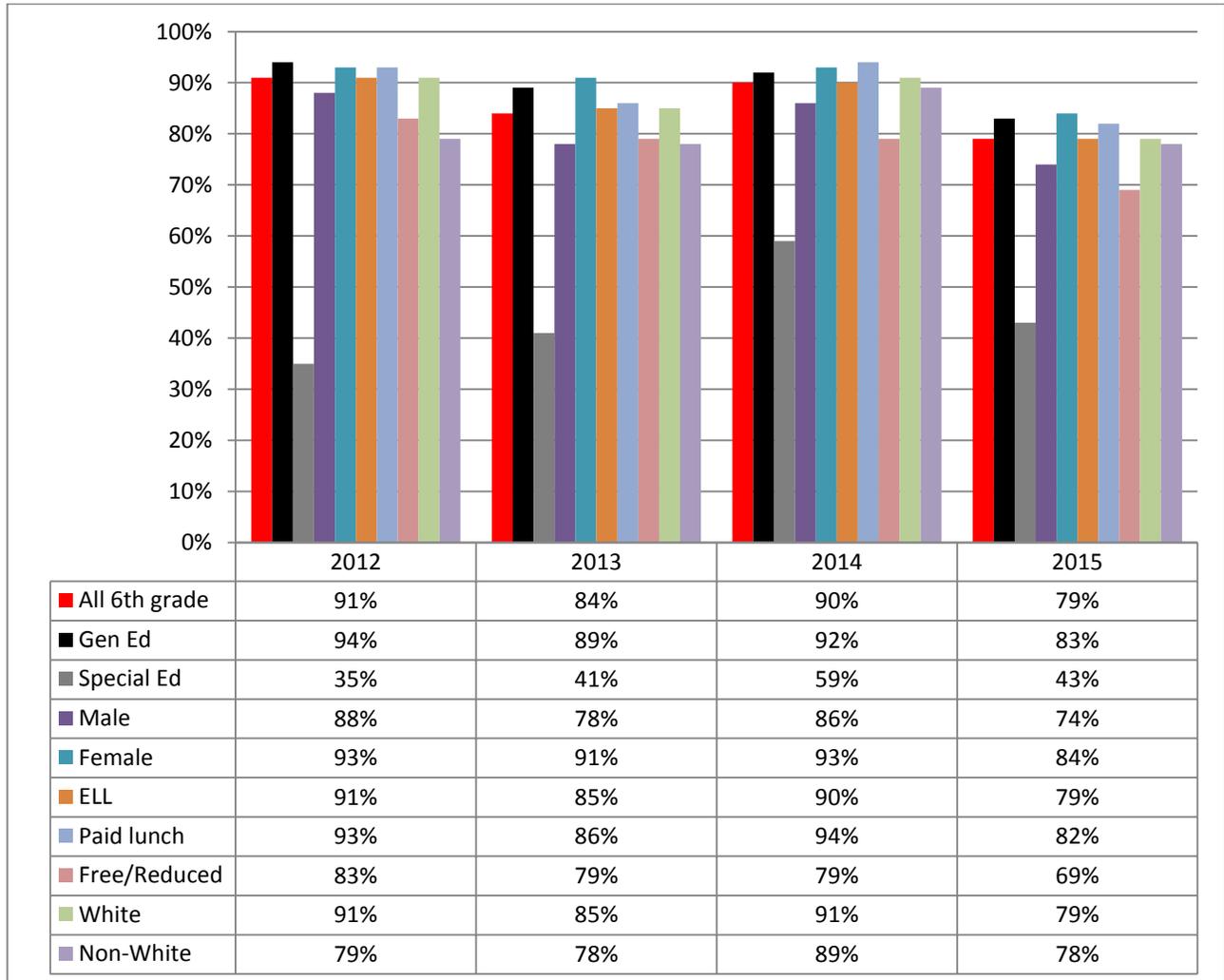
This data shows us that our overall passing rate for language arts fluctuates from year to year between the mid to upper 80<sup>th</sup> percentile range. This information means that we need to continue to focus on skills and strategies to boost our scores closer to a 90% passing rate. However, this information does show that the Pass+ percentiles are, in fact, growing. This means that we need to continue to implement strategies and best practices that will help our students achieve at this higher level. Our Pass+ percentage decreased less than our Pass percentage in 2015.

### ISTEP+ Disaggregation Summary Passing Percentages 6<sup>th</sup> Grade Math



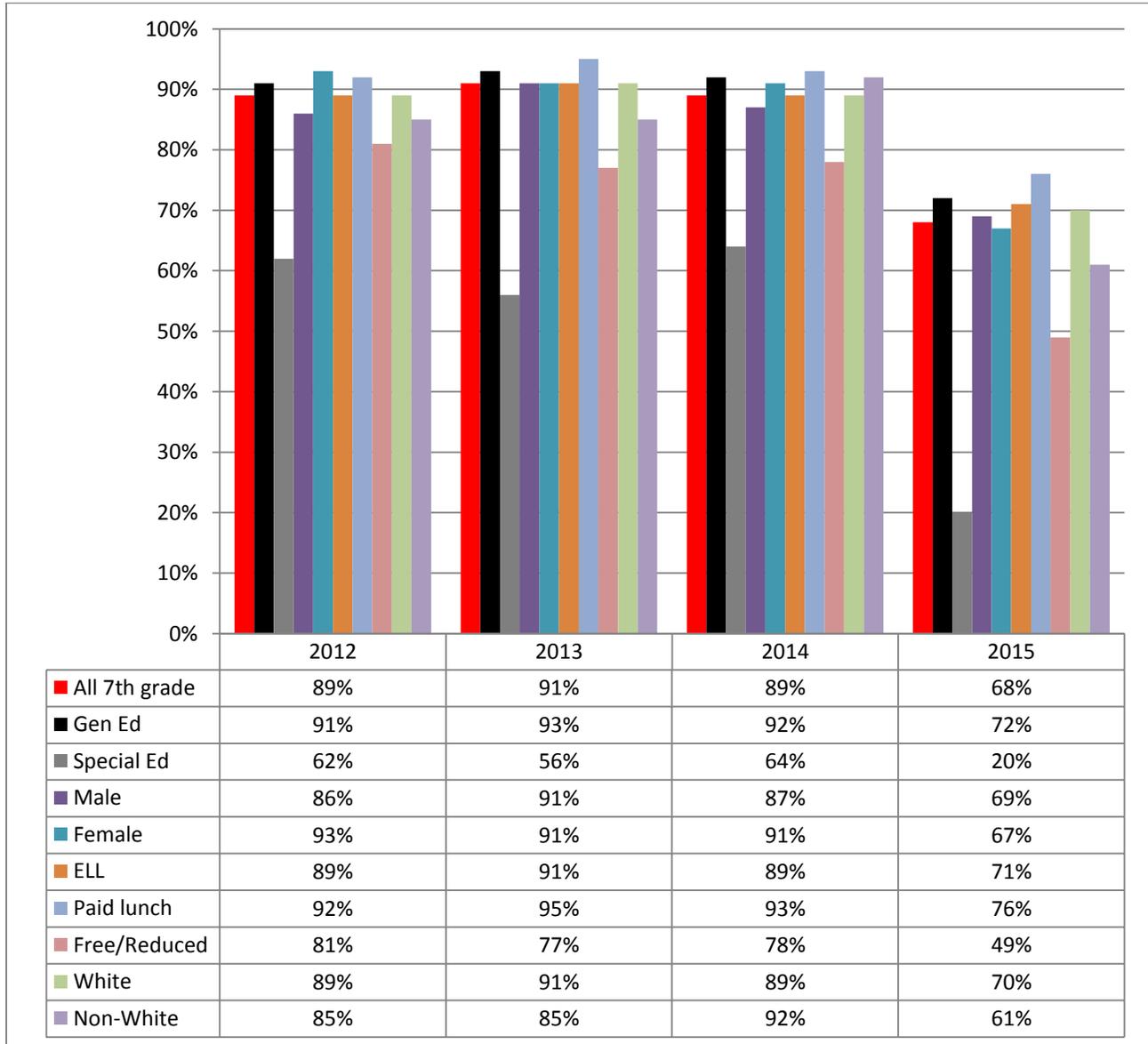
This data for 6<sup>th</sup> grade math ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and our free/reduced lunch student population. These two groups of students have the lowest passing percentages in 2013-2015. With the decrease overall in 2015, these subgroups saw a similar drop in pass percentage to the entire student body.

**ISTEP+ Disaggregation Summary**  
**Passing Percentages 6<sup>th</sup> Grade Language Arts**



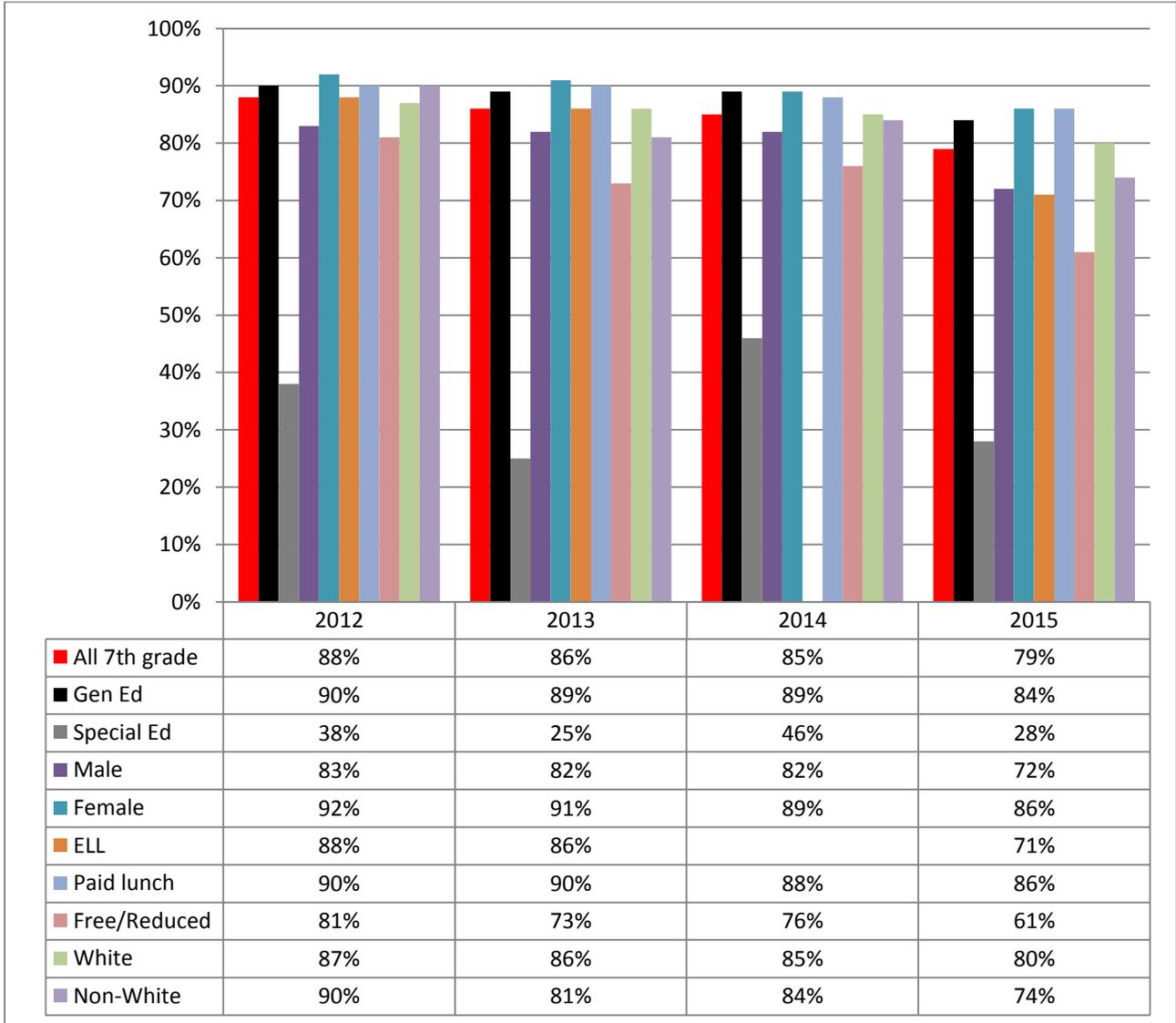
This data for 6<sup>th</sup> grade language arts ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and the free/reduced lunch population. These groups of students have the lowest passing percentages and/or scored lower than the other groups. Our special education student population has consistently increased its scores until the 2015 exam.

### ISTEP+ Disaggregation Summary Passing Percentages 7<sup>th</sup> Grade Math



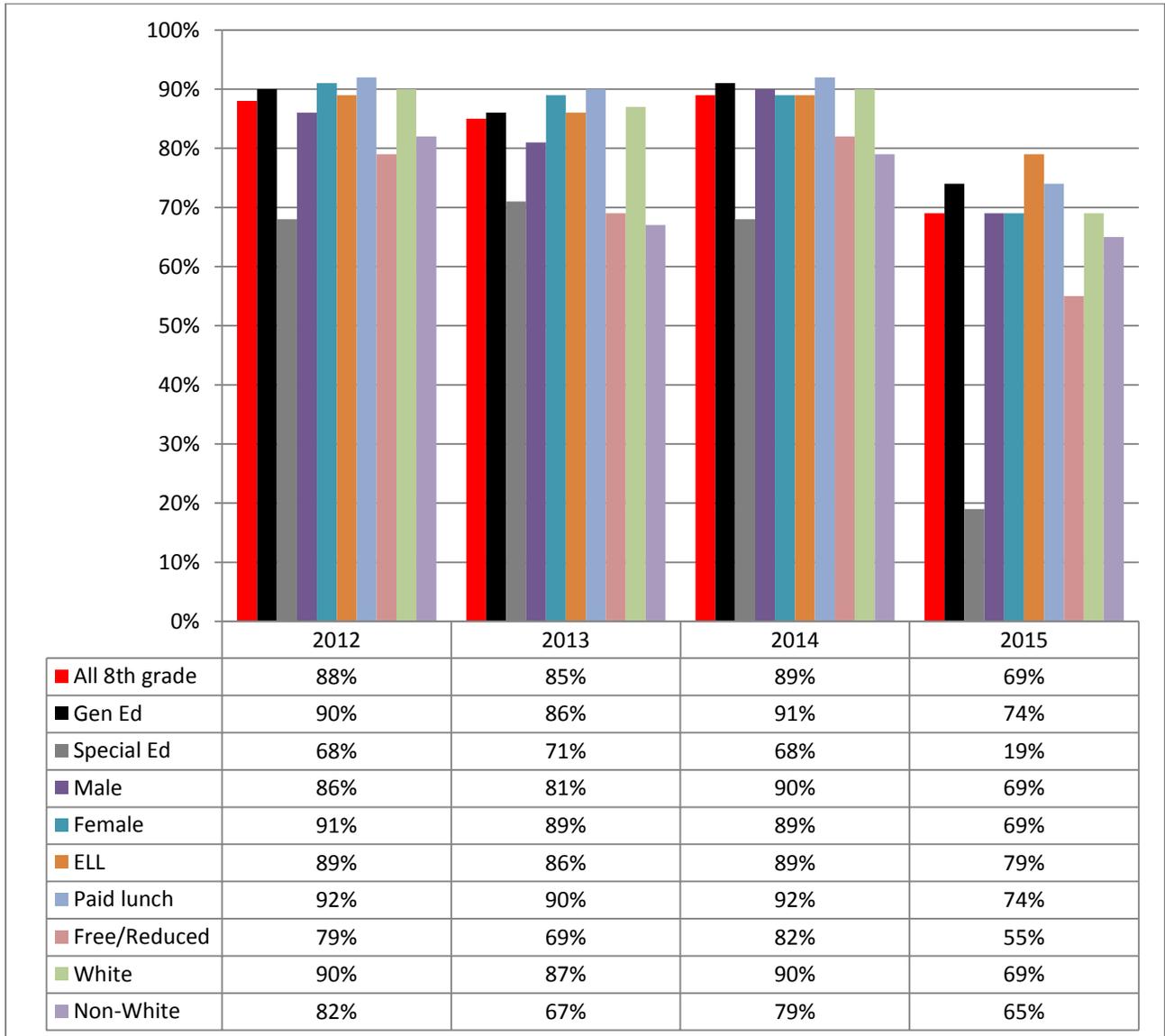
This data for 7<sup>th</sup> grade math ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and our free/reduced lunch student population. These two groups of students have the lowest passing percentages each year in this sample. With the 2015 test, the pass percentages of both the special education student group and the free/reduced lunch group dropped more than other subgroups.

**ISTEP+ Disaggregation Summary**  
**Passing Percentages 7<sup>th</sup> Language Arts**



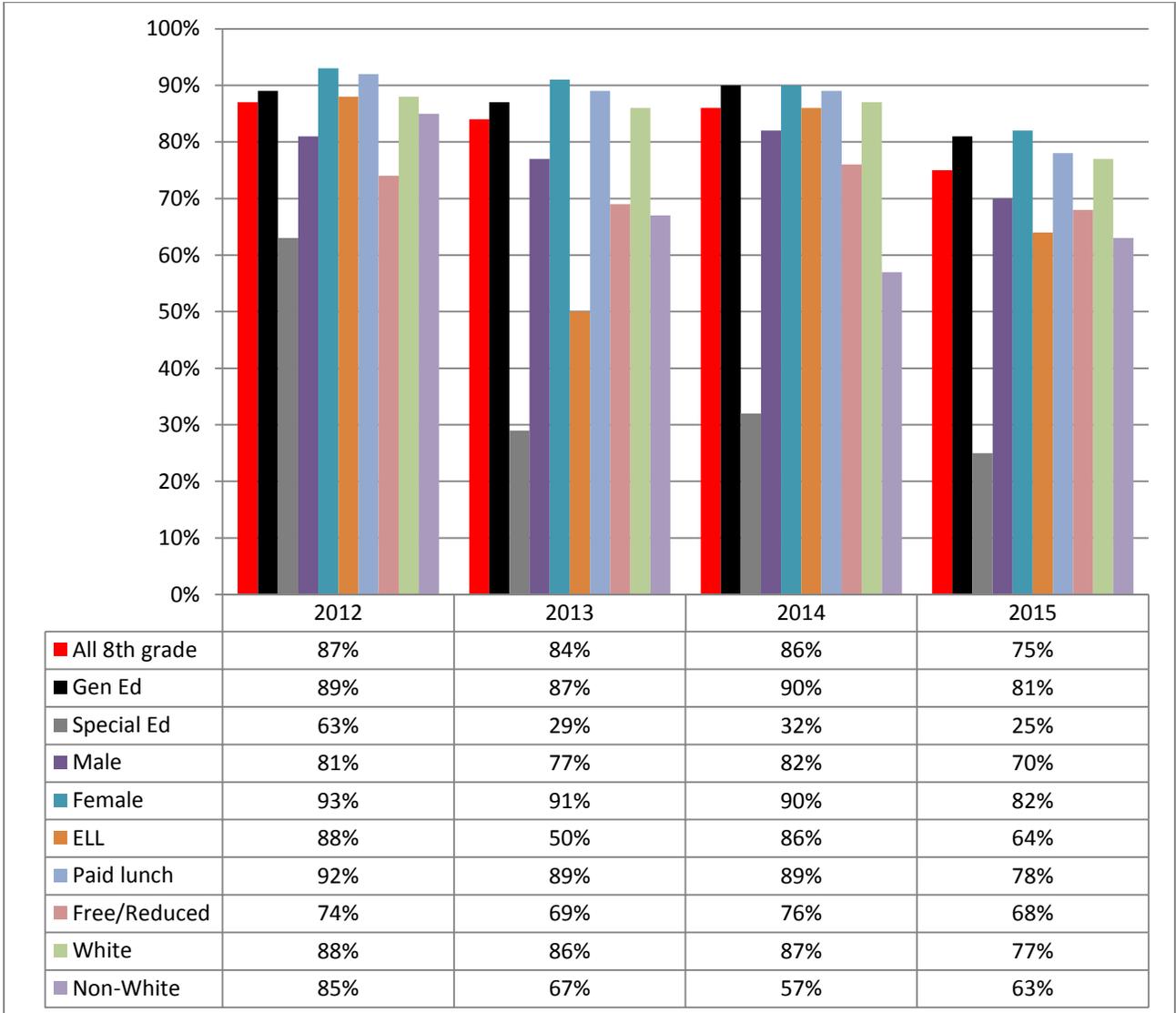
This data for 7<sup>th</sup> grade language arts ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and our free/reduced lunch student population. These two groups of students have the lowest passing percentages each year in the sample.

### ISTEP+ Disaggregation Summary Passing Percentages 8<sup>th</sup> Grade Math



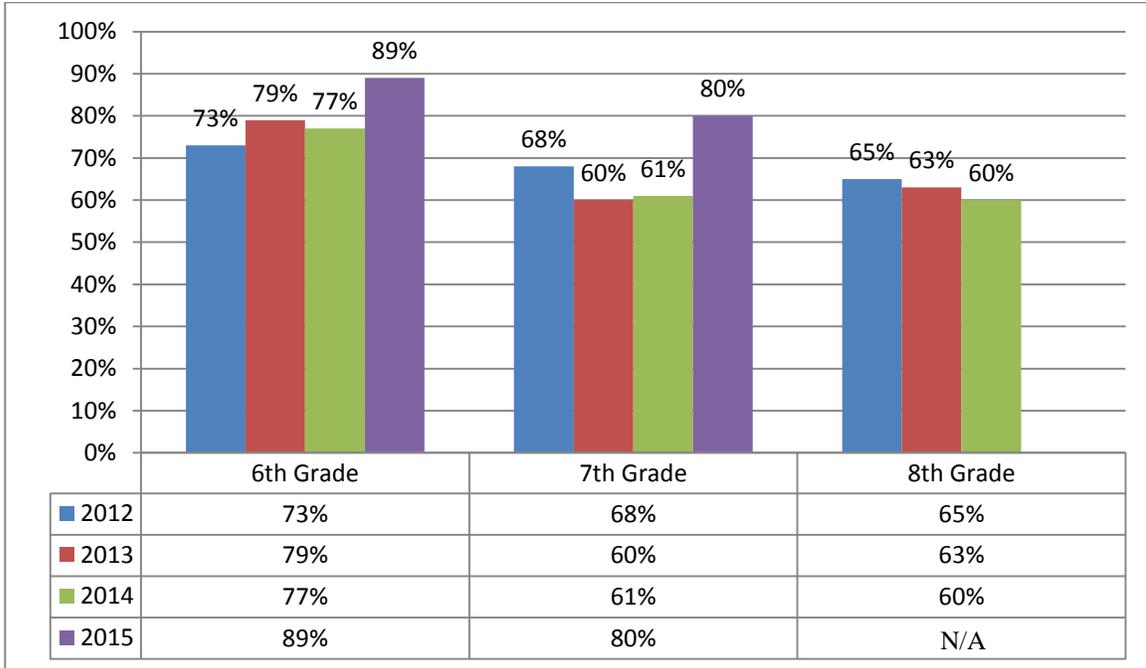
This data for 8<sup>th</sup> grade math ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and our free/reduced lunch student population. These two groups of students have the lowest passing percentages all three years. However, trend data shows us that the passing rate for special education students is increasing except for the 2015 exam in which this group experienced a larger decrease in pass percentage than other subgroups.

**ISTEP+ Disaggregation Summary**  
**Passing Percentages 8<sup>th</sup> Grade Language Arts**



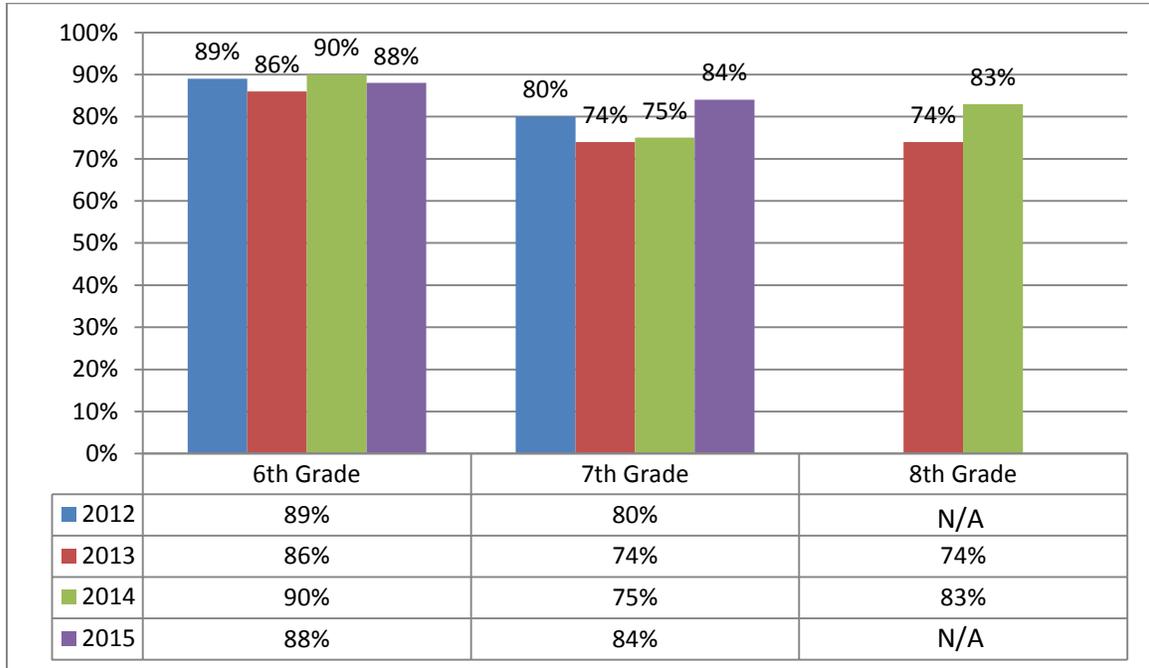
This data for 8<sup>th</sup> grade language arts ISTEP+ passing percentages tells us that we need to focus on helping our special education student population and our free/reduced lunch student population. These two groups of students had the lowest passing percentages each year in the sample.

**STAR Assessment Data**  
**Star Reading End of the Year Proficiency Percentages**  
**Comparisons by Grade**



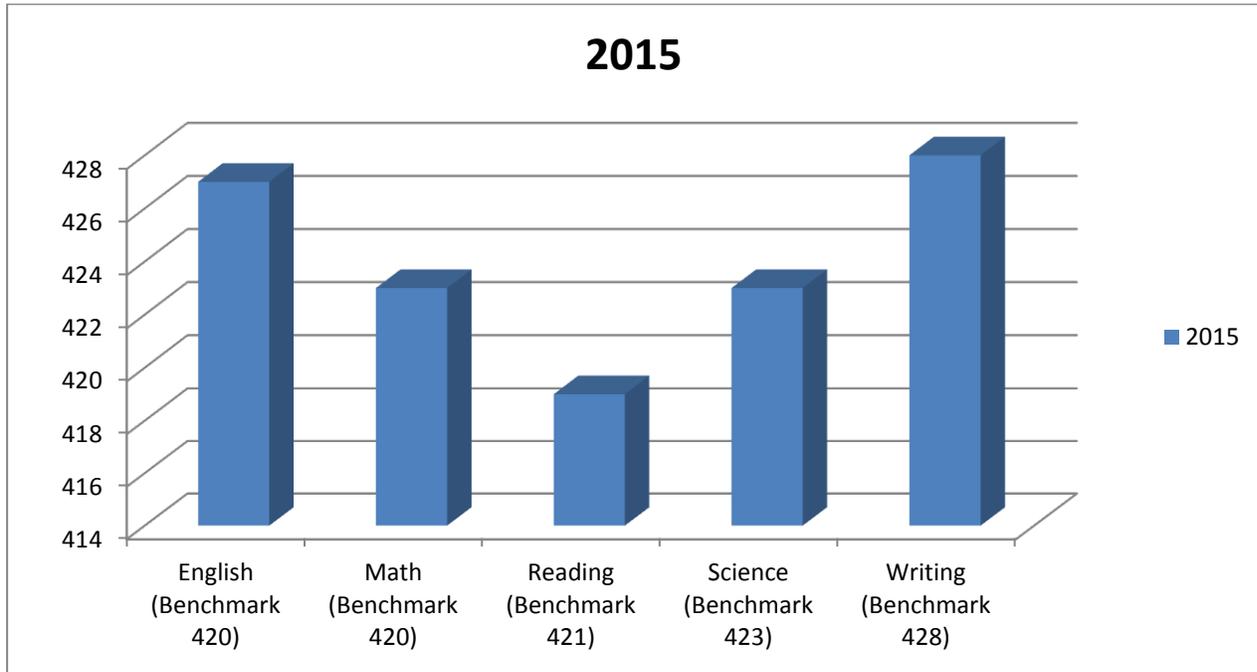
The data above tells us that 6<sup>th</sup> graders improved their proficiency percentages whereas 7<sup>th</sup> and 8<sup>th</sup> grade students decreased in 2013 and 2014 before seeing improvement in 2015. The data also shows us that students are declining from 6<sup>th</sup>-8<sup>th</sup> grade on their Star Reader Proficiency Percentages. Our school will need to look at reasons for why there was a decline in Star Reader results in the 7<sup>th</sup> and 8<sup>th</sup> grades and why there is a decline from 6<sup>th</sup>-8<sup>th</sup> grade. The 8<sup>th</sup> grade Star Reading data was lost as a result of an account change for one of the administrators.

**STAR Assessment Data**  
**Star Math End of the Year Proficiency Percentages**  
**Comparisons by Grade**



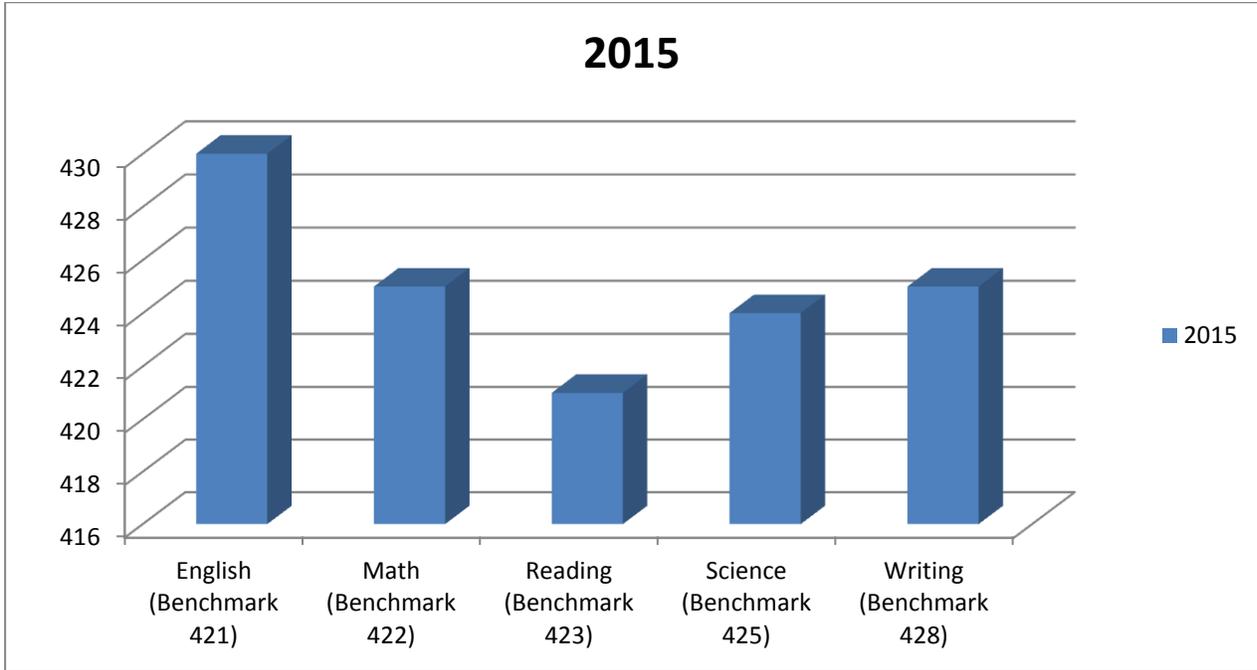
This data also shows us that our students are declining from grade 6-8 in their Star Math proficiency percentages. Data also shows that there is a definitive regression in 7<sup>th</sup> grade. The data also shows that the 2013 school year is an area that our school will need to look at further. The 8<sup>th</sup> grade group was not tested in Star Math when this data was originally collected. Also, the school is currently unable to retrieve the 2015 Star Math data for 8<sup>th</sup> grade due to restrictions from Renaissance Learning.

**ACT Aspire Assessment Data**  
**Average Score by Year**  
**6<sup>th</sup> Grade**



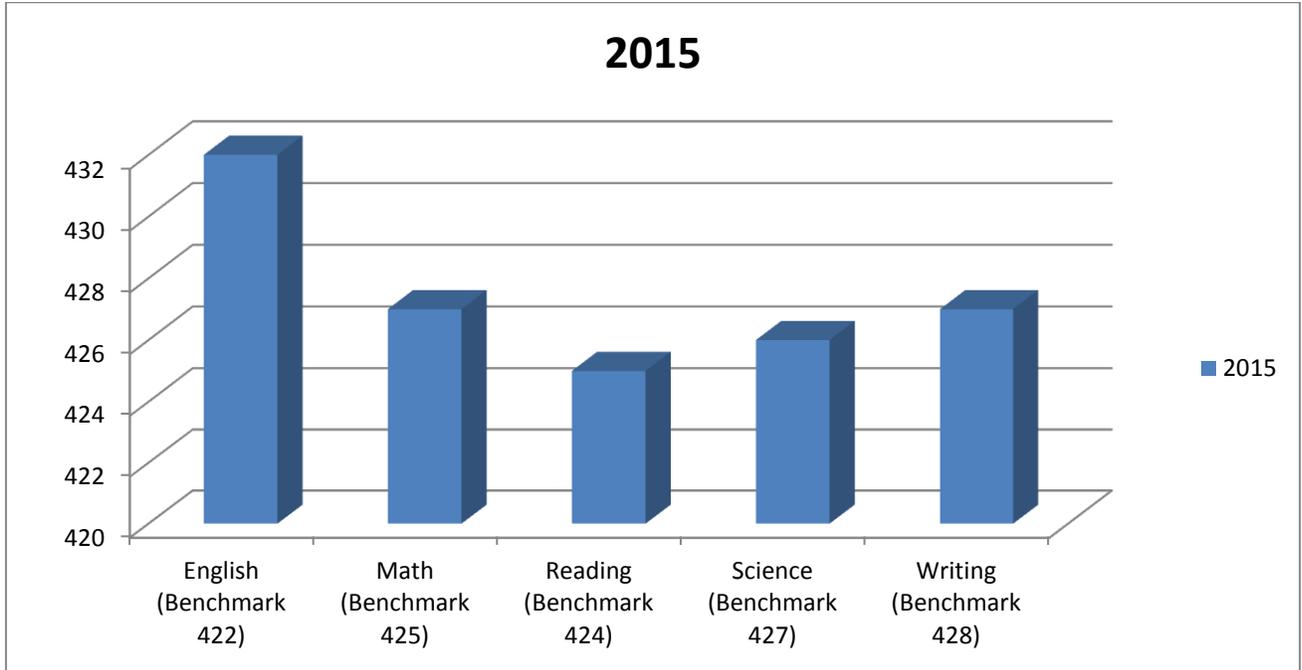
Last year, 2015, was the first year for the ACT Aspire test. This data will help us establish a baseline for future performance. 2015 data shows us that our 6<sup>th</sup> graders performed at or above benchmark in English, Math, Science, and Writing; but they performed just under benchmark in Reading.

**ACT Aspire Assessment Data**  
**Average Score by Year**  
**7<sup>th</sup> Grade**



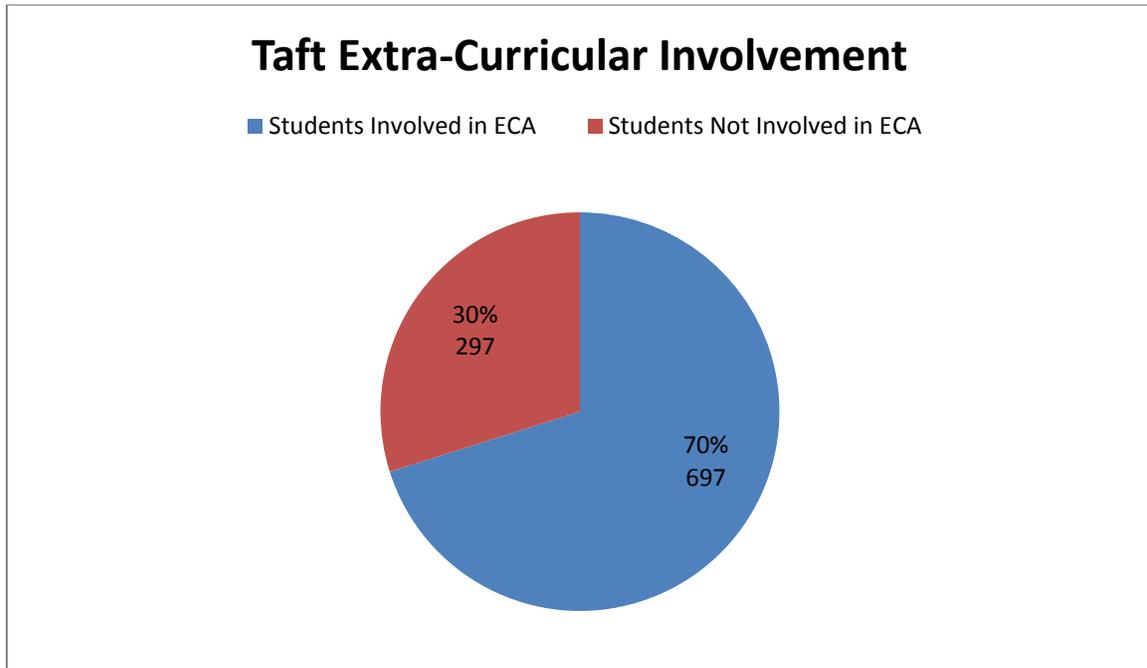
Last year, 2015, was the first year for the ACT Aspire test. This data will help us establish a baseline for future performance. 2015 data shows us that our 7<sup>th</sup> graders performed above benchmark in English, Math, and Science; but they performed just under benchmark in Reading and Writing.

ACT Aspire Assessment Data  
Average Score by Year  
8<sup>th</sup> Grade



Last year, 2015, was the first year for the ACT Aspire test. This data will help us establish a baseline for future performance. 2015 data shows us that our 8<sup>th</sup> graders performed above benchmark in English, Math, and Reading; but they performed just under benchmark in Science and Writing.

## 2015 Taft Extra-Curricular Involvement Data



697 of Taft's 994 students are involved in at least one extra-curricular activity according to survey data in the fall of 2015. Taft offers over 30 opportunities for students to be involved in activities outside of the normal curriculum and these are an important part of the middle school model. Our extra-curricular offerings help provide middle school students with a sense of belonging and connection to other students and adults in the building and encourage important college and career readiness skills.