



# Indiana School Improvement Plan

John Wheeler Middle School

Crown Point Community School Corp

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## **Introduction**

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

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## Executive Summary

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## Introduction

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

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

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## Description of the School

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

Colonel John Wheeler Middle School is located in Crown Point, Indiana. The school opened in August of 2007 and currently has approximately 915 students in grades 6-8.

The student population in terms of ethnicity is: 86% White, 8% Hispanic, 1% Multiracial, 2% Asian, and 3% Black. There are 49 licensed teachers at the school with an average age of 34 years. The average teaching experience is 10.7 years. The student to teacher ratio is 1:19:2.

Col. John Wheeler Middle School enrolls students from two feeder elementary schools, those being Timothy Ball Elementary School and Jerry Ross Elementary School. Timothy Ball Elementary School is located within the city limits of Crown Point. Jerry Ross Elementary School is located in the town of Winfield.

The city of Crown Point has a population of 27,803 and is the county seat of Lake County. The master plan for the city projects a population of 58,708 by 2020. 30% of households have children under the age of 18. The median income for a household is \$62,110. The per capita income is \$31,046. 6.4% of the population is below the poverty line.

The town of Winfield has a population of 4,525. 44% of households have children under the age of 18. The median income for a household is \$65,641 and the per capita income is \$24,765. 2.4% of the population is below the poverty line.

Students at Col. John Wheeler Middle School follow a true middle school schedule with a 9 period day. Classes are 40 minutes in length.

Col. John Wheeler Middle School houses 915 total students in grades 6-8. Currently, grade 6 has 365 students. Grade 7 has 338 students. Grade 8 has 272 students. Overall, 49% of the student body is female and 51% male. Statistically, 6th grade students compose 31% of the student body, 7th grade students compose 36% and 8th grade students compose 33%.

Students eligible for free or reduced lunch compose 21.0% of the student body.

There are approximately 113 students who receive special education services. Areas of service are along a continuum and include service for those students identified as having learning disabilities, mild mental handicaps, emotional handicaps, moderate mental handicaps, and students identified as being on the autism spectrum disorder. There are also itinerant services for speech occupational therapy.

There are approximately 9 ESL students who receive services from a part-time staff member.

## 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.**

Our vision is for our school to be a learning environment where all students want to be and are challenged daily in multiple ways that provide them with the necessary skills and attitudes to be successful at the next level of their educational journey. Our mission, in cooperation with the entire Crown Point Community School Corporation is supporting students in the acquisition of skills, knowledge, and attitudes that are necessary for all students to reach their highest potential. We have high expectations and provide a rigorous curriculum while meeting the social and emotional needs of our students so as to nurture the development of life-long learning. A common theme verbalized at our school is "Do what is right...Avoid what is wrong."

Our beliefs are:

- Success in education must start and continue through the development of positive personal relationships for all stakeholders
- Success in education must be developed through a rigorous curriculum with high expectations
- Success in education is a shared responsibility between students, teachers, parents, and the community
- Success in education is dependent upon the development of critical thinking and problem solving skills
- All students will learn and succeed

## Notable Achievements and Areas of Improvement

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

In the past three years, our school has twice been named an "Indiana Four Star School". We hope to gain this status again this year. Our ISTEP+ scores have shown continual growth over the past three years. In 2013, our student achievement scores were the highest of any middle school in the four counties that comprise Northwest Indiana. Additional Notable achievements can be found on our website under "Points of Pride" located at <http://www.cps.k12.in.us/Page/8347>.

Upon viewing the ACT Aspire College and Career Readiness data, English scores are strong with 81.9% ready in 6th grade, 88.1% ready in 7th grade and 86.4% ready in 8th grade. Although this data shows a positive trend, Math, Reading and Science percentages in all three grade levels are much lower. The lowest percentage is in grade 7 reading with only 38.6% demonstrating college and career readiness.

Comparing our scores to our league schools, our grade 6 and 8 English/Language Arts were in the top quartile and grade 7 at the 50th percentile. The math comparison to the league placed grade 6 at the 30th percentile, grade 7 at the 33rd percentile and grade 8 lowest in the league. This data shows our critical thinking goal needs to be continued to prepare our students to not only think critically but also to read critically. Reading critically will strengthen reading in the areas of science and math, If students strengthen critical thinking skills, then they will excel in the other disciplines.

In summary, our teaching staff agrees that we meet the needs of our students in governance and leadership and teaching and assessing. They report closer to "neutral" in the areas of resources and using results for continuous improvement. Through professional development activities, teachers will become more skillful in using data for instructional purposes.

Currently, our professional development program is conducted on Wednesday mornings for 30 minutes. Our School Improvement Team members, the Assistant Principal, and the Principal lead these professional development sessions. Topics currently include instructional technology, bullying, PBIS implementation, high-yield instructional strategies, and effective classroom strategies as researched by Robert Marzano. This training occurs for three consecutive weeks. The fourth week of the cycle is dedicated to academic department meetings led by our Dept. Chairs. The fifth week of the cycle is dedicated to horizontal and vertical articulation activities conducted by our Team Leaders. Our plan is to continue to provide professional development in much the same manner and continuing to provide professional development options for our teachers. Strengthening teacher's knowledge in these areas will contribute to the critical learning of every student.

In our advocacy goal, the school will also be implementing a "Fierce Friday" curriculum for students in all grades. During this Friday period of time, students will meet with an adult mentor in the building for a period of 40 minutes. Activities will be geared towards self esteem, checking on grades, family life, and other adolescent subjects. The mentor program will strengthen the bond between student and teacher. Each student will also be able to have a mentor for their entire educational career which can strengthen their academic career.

## Additional Information

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

None

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# Improvement Plan Stakeholder Involvement

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## **Introduction**

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

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## Improvement Planning Process

### Improvement Planning Process

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

N/A

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

N/A

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

N/A

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## Self Assessment

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## **Introduction**

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

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### Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> </ul>	Level 3

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

The staff cited areas of strength in standard 1 as a process for reviewing and communicating the school's purpose, decisions made with data reflection, providing challenging educational programs, a strong commitment to high-yield instructional practices, accountability, the communication of school data, measurable performance target, and an action plan with measurable goals. The intention of the school is to maintain these areas of strength through regular data review to inform decisions, continued training in high-yield strategies, communicating school data electronically, and updating of action plans relative to derived data.

## Standard 2: Governance and Leadership

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

Overall Rating: 4.0

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear 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>•Communications to stakeholder about policy revisions</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <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>•Governing body policies on roles and responsibilities, conflict of interest</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</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 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<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>•Both the Principal and Assistant Principal are very visible in the school making regular classroom visits and working with students on various academic and disciplinary needs. They also work with staff on professional goals and evaluation of teaching performance.</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.**

The staff cited as strengths in standard 2 as practices and examples by the school leadership that ensure effective administration, an effective governing body, the autonomy of the school to meet the needs of the student body, a culture created by the school leader that is consistent with the school's purpose and direction, the enrollment of school leaders in supporting the direction of the school, and an effective staff evaluation system. The school intends to maintain these areas of strength with the Principal continuing to set an example of dedication to student success, to use data to inform instructional practices and to continue to inform staff of evaluation data to improve professional practice. Specifically, the use of data to inform instruction will be not only be maintained, but will increase in its usage. The Principal and Asst. Principal will continue to be "Teachers of Teachers" in weekly professional development opportunities.

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### 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>•Survey results</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•All core courses, in terms of curriculum, are guided by the Indiana Academic Standards. Our non-core classes are also guided by these standards as well. We also implement Common Core standards into our courses. Learning goals are aligned with these standards and scales for learning goals are written according to levels of understanding per Bloom's Taxonomy. Curriculum for each subject can be found physically with each Department Chair of the Schools.</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>•Common assessments</li> <li>•Surveys results</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

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Teachers were surveyed as to their use of instructional strategies currently in use at our school. Teachers use Jigsaw, Learning Centers, Literature Circles, Cooperative Learning, Readers, Workshop Writers, Workshop Inquiry Learning, Graphic Organizers, Great Books, Simulations; On-Line Projects, Demonstration, Socratic Seminar, Student Experts, Reading Response Journals, Multimedia, Projects Based learning, Portfolios, Rubrics, Question-Answer-Relationship, Student Independent Research.</li> </ul>	Level 4

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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>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <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>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

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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>•Survey results</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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</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>•Fierce Friday program where every staff member is assigned a group of students to mentor.</li> </ul>	Level 3

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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>•The school communicates with parents in various forms. Each month, the school publishes an edition of "The Colonel's Chronicle", which is a parent newsletter that keeps parents up to date on school events. Articles are composed by the principal, guidance department, and all academic teams. This is available on-line and in limited hard copy. The Principal produces a weekly "Alert Now" telephone message for parents describing upcoming events. Parent/Teachers conferences were at 80% involvement.</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>•Survey results</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> </ul>	Level 4

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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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 4

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>•Survey results</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>•We currently provide professional development that prepares teachers to utilize Bloom's Taxonomy in teaching, assessing, and student learning. This training, in turn, will better prepare teachers to guide students to develop critical thinking skills at the various levels of understanding. Also, strategies for assessment and differentiation have been presented during professional development time. We offer a unique professional development program for our teaching staff.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<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>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•We offer a daily "Rtl Period" for all of our students. In this, students are placed in academic tiers at three levels dependent upon their latest assessment scores. During this daily period, students are re-mediated and/or extended through the use of application of their skills. This has proven to be a worthy use of time and a very valuable piece of instructional time for all levels of learning. We also offer a read 180 program to strengthen reading skills.</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.**

The staff cites as strengths in standard 3 as outstanding professional development opportunities provided by the Principal such as Bloom's Taxonomy, assessing and learning, critical thinking, Marzano's The Art & Science of Teaching, writing learning goals, developing scales for long-term learning goals and monitoring student progress, the development of curriculum, and the technology available and in-house training in such. To maintain these strengths, the school plans to continue to offer weekly professional development opportunities for teachers in various areas such as iObservation training, writing learning objectives, alignment of outcomes/assessment/instruction, Bloom's Taxonomy instructional infusion, technology training, Positive Behavior and Supports training, and anti-bullying training. Training is provided by the Principal, Asst. Principal, and member of the School Improvement Team. It has been a major focus since the inception of this school to provide challenging opportunities for students. Monthly department meetings may not be ample to provide the articulation needed. A lack of a formal mentoring program was cited as something needed. Parent and teacher participation in PTA meetings was cited as lacking in number.

### Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•All core courses, in terms of curriculum, are guided by the Indiana Academic Standards. All courses utilize textbooks and online resources at this time.</li> </ul>	Level 4

# Indiana School Improvement Plan

John Wheeler Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Survey results</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> <li>•Our students are usually able to handle stress effectively by using effective coping skills. They may occasionally need assistance to manage stress and/or emotions. Our students usually follow school and classroom rules and rarely engage in disruptive behaviors. They struggle with prioritizing and with making school a priority. During the 2014-2015 school year there were 35 out of school suspensions, 78 in-school suspensions and 8 expulsions.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <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 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•CP 2.0 as of 2015 every student has their own device to use in every class. BUZZ is the online system being utilized.</li> </ul>	Level 3

# Indiana School Improvement Plan

John Wheeler Middle School

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>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•The Guidance department is staff consists of a Guidance Counselor, a Home/School Facilitator, and a secretary. Both professionals are very visible in the school and make daily contact with students. The staff works diligently on student services, counseling, data collection, and staff consultation.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•The Guidance department is staff consists of a Guidance Counselor, a Home/School Facilitator, and a secretary. Both professionals are very visible in the school and make daily contact with students. The staff works diligently on student services, counseling, data collection, and staff consultation.</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.**

The staff cited as strengths as standard 4 as having a sufficient number of staff to fulfill roles and responsibilities, having material resources available, the maintenance of the building, support of a range wide of information resources, and technology that supports teaching, learning, and operations. In these regards, the staff in interested in seeing what adjustments will be made fiscally and the impact of such of the very areas currently cited as strengths. Maintenance of current equipment and adequate funding for new equipment is essential.

As of 2015, each Colonel Wheeler Student is a par of CP 2.0 in which they bring their own device to class every day. This has made technology readily available to each student and teacher. BUZZ is an online grade book and program that has increased the strength of technology in the classroom.

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### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</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>•Teachers use a variety of instructional strategies currently in use at our school. We currently use ISTEP+ , Acuity, Star Reader, Star Math, ACT Aspire, Math quarterly, Science Semester, Social Studies annual, Health Semester, Physical Education Semester, FACS module, ITE module, and Holt Quarterly Essay Assessments.</li> </ul>	Level 3

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

# Indiana School Improvement Plan

John Wheeler Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures 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>•Student surveys</li> <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

# Indiana School Improvement Plan

John Wheeler Middle School

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>•Survey results</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> <li>•Executive summaries of student learning reports to stakeholder groups</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.**

It is the philosophy of the school that physical plants do not make the difference in educating children. It is also our belief that programs do not make the biggest difference. The largest difference makers in schools are the teachers and administrators. We believe that the key to success in student achievement is through developing positive relationships and through intentionally teaching toward instructional goals while partnering with parents.

We have found through our school research that students are experiencing difficulty in performing at critical thinking levels. We believe that if we want students to learn at these higher levels of thinking, then our teaching staff must be trained in how to teach and assess at critical levels. In this, professional development activities will be conducted to address learning, teaching, and assessing to increase this level.

Curriculum is provided for high ability in Honors Math and Honors English in Grade 6 and as "Honors" courses in Grades 7 and 8 in the areas of Math and Language Arts. Special education students are provided for in a continuum of services based upon their Individual Education Plan (IEP). The school houses students who have been identified with learning disabilities, mild mental handicaps, emotional handicaps, moderate mental handicaps and other health impairments. 504 modifications are provided as needed. Special Education students in general education courses are placed on an academic team and a special education teacher is placed on that team. Currently, there are three high school classes taught at the school-Honors Biology, English Honors 9 and Honors Geometry.

Data on student achievement, which is located in other sections of this school improvement plan, clearly shows the need to continue with our previous goal of increasing the critical thinking skills of our students. Our benchmark for this goal was ISTEP data that showed at least 90% of our students passing. To do this, much teaching, assessing, and learning must be aligned with the three upper levels of Bloom's

Taxonomy, intentional teaching must take place, assessment must be aligned with and driven by outcomes, and instruction must be aligned with and driven by assessments. With the 2013 ISTEP data our scores have surpassed this goal. All subject and academic discipline curriculums include the Indiana State Academic Standards. We are moving in the direction of incorporation of the Common Core Standards throughout the school. Curriculum can be located in each classroom.

Teachers, beginning in the fall of 2008, began using scope and sequence plans to guide their instruction. Each academic standard is included was these plans. These objectives will guide the instruction, assessment, and learning. It will be clear that our school is engaged in "standards based" instruction.

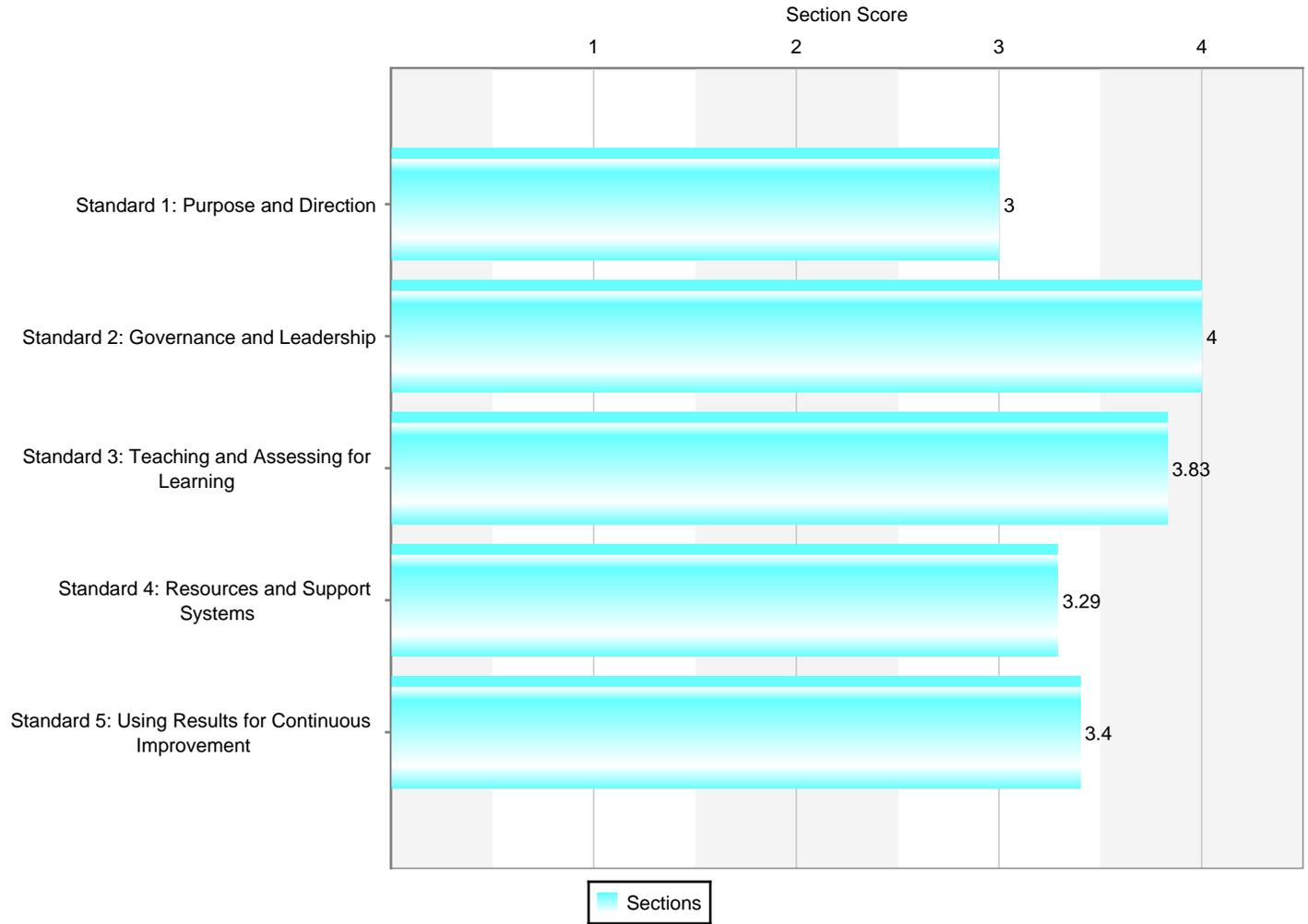
Teachers currently use instructional strategies that align with the Indiana Academic State Standards. Our professional development plan will include professional development that prepares teachers to utilize Bloom's Taxonomy in teaching, assessing, and student learning. This training, in turn, will better prepare teachers to guide students to develop critical thinking skills (school improvement goal) at the various levels of understanding. Also, strategies for assessment and differentiation have been presented during professional development time. We offer a unique professional development program for our teaching staff on during 30 minute morning sessions. We utilize the talents of our School Improvement Team to teacher courses relating to improving our teaching skills and working toward attaining our school goals. For the 2013-17 school year, mini-courses deal with training in the Robert Marzano teacher iObservation tool, technology advances, anti-bullying, our PBIS initiative, and high-yield teaching strategies. Additional professional time will be dedicated to increasing horizontal and vertical articulation with common course articulation occurring biweekly throughout the school year.

We offer a daily "Rtl Period" for all of our students. In this, students are placed in academic tiers at three levels dependent upon their latest assessment scores. During this daily period, students are remediated and/or extended through the use of application of their skills. This has proven to be a worthy use of time and a very valuable piece of instructional time

Parent participation at school is adequate, but that rating is merely in subjective terms. Parent participation in PTA meetings has been weak has been. This presents itself as a relatively small group proving the lion's share of the work. Our school had a previous goal of improving school/parent communication. The recent parent survey showed that efforts made have greatly improved this area to the point of this improvement goal being abandoned.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

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## **Introduction**

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		League Data Free and Reduced lunch data ACT Aspire 2015 ISTEP School League

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## 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?

Data shows that the percentage of students earning Pass+ scores on the ISTEP+ have risen considerably over the past three years. The 2012 Language Arts scores reflect a small decrease in cohort groups, but an overall increase in the total number of students at the Pass+ level. The 2013 Language Arts results show a reduction in the percentage of students earning Pass+ levels with the cohort groups. The 2012 Math results show the 7th grade cohort group increased their scores considerably while the 8th grade remained essentially the same. The 2013 results show an increase in one cohort group and relative stability in the other cohort group as the students changed grade levels.

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

In 2010, Col. Wheeler students improved to 7th out of 9 schools. In 2011, Col. Wheeler students were tied for first in this comparison category. Data shows that in the year 2012, Col. Wheeler students were tied for 4th among league schools. In 2013, Colonel Wheeler Students placed 2nd out of 9 league schools. In 2014, Col. Wheeler tied for 4th among league schools, a drop of two places. In 2015, Col. Wheeler tied for 3rd, a gain of one place.

In 2010 Language Arts, 6th grade students placed 5th out of 7 in passing rate and 2nd out of 7 in Pass+ rate. In grade 7, Col. Wheeler students placed 5th out of 9 in passing rate 7th out of 9 in Pass+ rate. In grade 8, Col. Wheeler students placed 7th out of 9 in passing rate and 9th out of 9 in Pass+ rate.

Overall in 2011, the passing rate placed Col. John Wheeler students 2nd out of 7 and 2nd out of 7 in PASS+ rate for 6th Grade. In grade 7, Col. John Wheeler students placed 4th out of 9 in passing rate and 4th in PASS+ rate. In grade 8, Col. John Wheeler students placed 6th out of 9 in passing rate and 9th out of 9 in PASS+ rate.

For Math in 2010, 6th grade students placed 4th out of 7 in passing rate and 2nd out of 7 in Pass+ rate. In grade 7, Col. Wheeler students placed 5th out of 9 in passing rate 7th out of 9 in Pass+ rate. In grade 8, Col. Wheeler students place 7h out of 9 in passing rate and 9th out of 9 in Pass+ rate.

Overall in 2011, 6th grade students placed 2nd out of 7 in passing rate and 5th out of 7 in Pass+ rate. In grade 7, Col. Wheeler students placed 3rd out of 8 in passing rate and 5th out of 8 in Pass+ rate. In grade 8, Col. Wheeler students placed 5th out of 9 in passing rate and 7th out of 9 in Pass+ rate.

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

Data indicates that the highest overall performance in 2013 with a pass percentage of 88%.

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

English Language Arts free and reduced data relative to ISTEP+ scores reveals that on average, students who are on paid lunch status outperform students on free or reduced lunch. This gap closed somewhat in the year 2011. In 2012, the gap ranged from 20 percentage points to 9. In 2013, the gap ranged from 6 - 9; a considerable closing of the gap between populations. This trend continued in 2014. In 2015, the gap continued to show decreasing within the two groups making the gap between 1-4.

Math free and reduced lunch data relative to ISTEP+ scores reveals that on average, students who are on paid lunch status outperform students on free or reduced lunch. This gap closed somewhat in the year 2011. In 2012, the gap ranged from 17 points to a single point in 8th grade. In 2013, the gap ranged from 4-10 points. The gap in grade 8 for 2014 was sizable at 15 percentage points. However, for the first time in school history, one free/reduced lunch group had a higher passing percentage than being grade 6. In 2015, the gap continued to close in 6th by five. There was a slight increase in 7th grade but a larger increase in 8th grade grew.

We have instituted a breakfast program for students beginning with the 2009-10 school year which may have contributed to the close in the gap.

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

The percent passing ISTEP+ gap trend line between Paid and Free/Reduced Lunch is decreasing.

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

All of the reported findings are consistent with other data sources.

## Areas in Need of Improvement

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

Data from ISTEP+ scores indicates that math students scored considerably worse on the examination with no growth being shown. ISTEP+ questions from retired tests and strategies are used to practice for the examination. Data from ISTEP+ scores indicates that English students show considerable improvement especially in 6th and 7th grades.

Critical thinking will strengthen skills needed to effectively read in math. We know this will bridge the gap between english and math students.

Upon viewing the ACT Aspire College and Career Readiness data, English scores are strong with 81.9% ready in 6th grade, 88.1% ready in 7th grade and 86.4% ready in 8th grade. Although this data shows a positive trend, Math, Reading and Science percentages in all three grade levels are much lower. The lowest percentage is in grade 7 reading with only 38.6% demonstrating college and career readiness.

Comparing our scores to our league schools, our grade 6 and 8 English/Language Arts were in the top quartile and grade 7 at the 50th percentile. The math comparison to the league placed grade 6 at the 30th percentile, grade 7 at the 33rd percentile and grade 8 lowest in the league. This data shows our critical thinking goal needs to be continued to prepare our students to not only think critically but also to read critically. Reading critically will strengthen reading in the areas of science and math, If students strengthen critical thinking skills, then they will excel in the other disciplines.

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

Data indicates that the following subgroup is showing a negative trend in performance: Math Scores

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

Data indicates that the following subgroup is showing a negative trend in performance: Math Scores.

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

Data indicates that the following subgroup is showing a negative trend in performance: Math Scores

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

Data indicates that the following subgroup is showing a negative trend in performance: English Scores and Math Scores.

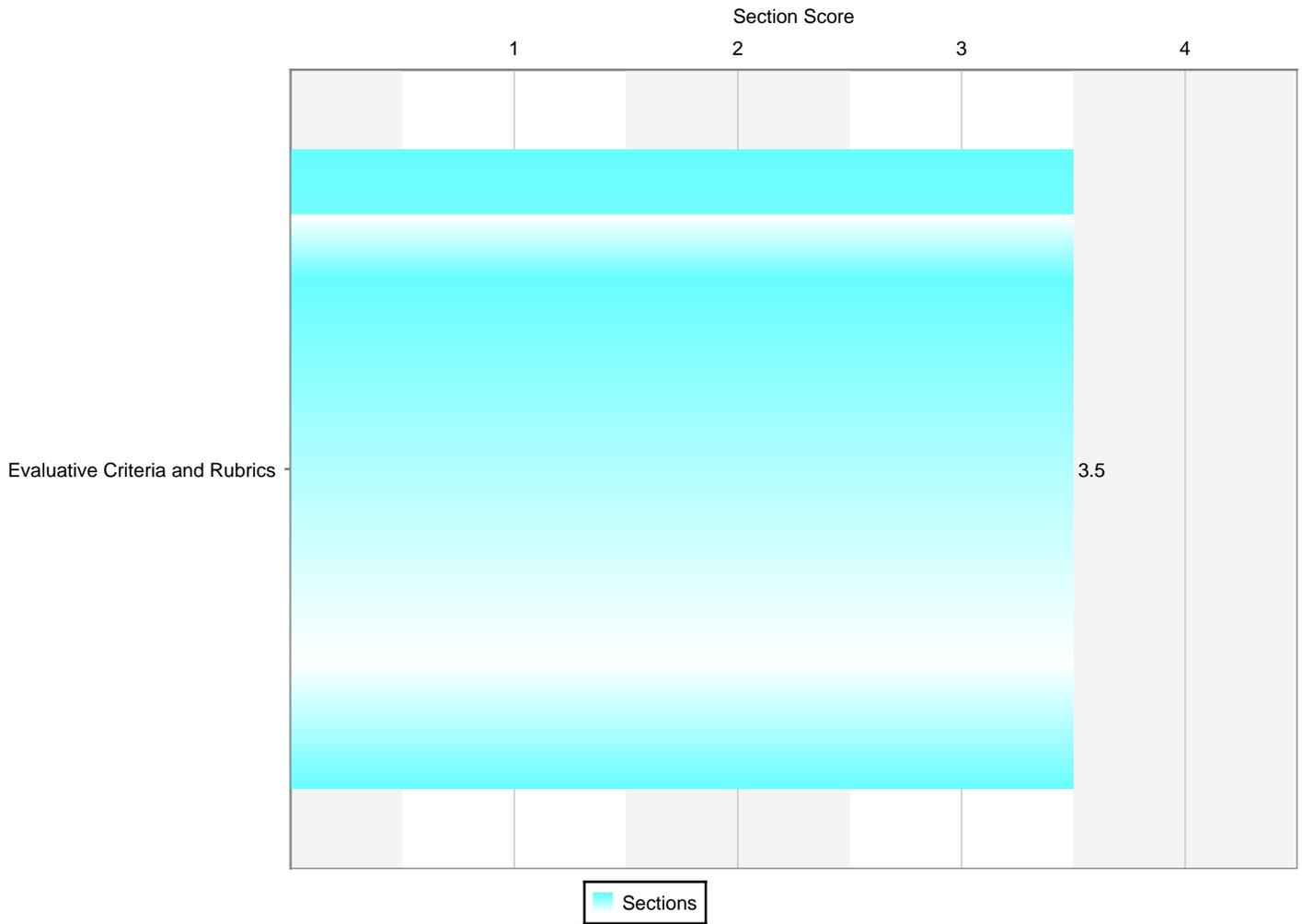
**Which of the above reported findings are consistent with findings from other data sources?**

All of the reported findings are consistent with other data sources.

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## Report Summary

### Scores By Section



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# School Improvement Action Plan

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## Overview

### Plan Name

School Improvement Action Plan

### Plan Description

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal Statement: #1 Increase critical thinking skills of students across the curriculum.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$0
2	Goal #2 Design and evaluate formal structures whereby each student is well known by at least adult advocate who supports that student's educational experience.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

# Goal 1: Goal Statement: #1 Increase critical thinking skills of students across the curriculum.

## Measurable Objective 1:

90% of All Students will demonstrate student proficiency (pass rate) English/Language Arts sections of I.S.T.E.P. + in English Language Arts by 06/01/2017 as measured by the State of Indiana.

## Strategy 1:

Marzano and Bloom's - The teaching staff will use the application of Bloom's Taxonomy for teaching, learning and assessing. Assessments will align with desired outcomes and instruction will align with assessments. The teaching staff will extensively use methodology described in The Art & Science of Teaching by Marzano.

Research Cited: Classroom Instruction that Works (Marzano, Pickering, and Pollock)

Best Practice (Zemelman, Daniels and Hyde)

A Taxonomy for Learning, Teaching & Assessing (Anderson & Krathwohl)

The Art & Science of Teaching (Marzano)

Evidence of success: Teacher evaluations and Assessments

Activity - Higher Level Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use classroom questioning techniques that require higher-order thinking.	Direct Instruction, Professional Learning	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018

Activity - Critical Terms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use critical terms and phrases to help with higher-order thinking activities.	Direct Instruction	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018

Activity - Communicating Reasoning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will understand that to communicate their reasoning, they need to justify and support their solution.	Direct Instruction	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018

Activity - Real-Life Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply content knowledge to real-life situations	Direct Instruction	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018

## Indiana School Improvement Plan

John Wheeler Middle School

Activity - Student Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize various strategies to understand what questions are being asked.	Direct Instruction	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018
Activity - Marzano Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will be trained in the application of Bloom's Taxonomy for teaching, learning and assessing as needed and in high-yield teaching strategies as well as best practices in the art and science of teaching.	Professional Learning	08/01/2015	06/01/2018	\$0	No Funding Required	Tim Vassar and Staff
Activity - Assessment and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will occur using Star Reader and Star Math assessments. Acuity data will be used in instructional planning	Technology, Other - Progress Monitoring	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018
Activity - Horizontal and Vertical Articulation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Horizontal and Vertical articulation meetings will be held regularly. Academic department meetings will be held a minimum of one time each month. Academic team meetings will be held daily to articulate on various issues.	Other - Communication with Staff	08/01/2015	06/01/2018	\$0	No Funding Required	Teachers 2015-2018

## Goal 2: Goal #2 Design and evaluate formal structures whereby each student is well known by at least adult advocate who supports that student's educational experience.

### Measurable Objective 1:

100% of All Students will collaborate to have an advocate for every student to follow for three years in Practical Living by 06/01/2018 as measured by completing collaboration during a "fierce Friday" weekly.

### Strategy 1:

Advocate Assignment - 1. In 2015-16, the advocate will be the teachers of the academic team in which they teach.

2. In 2016-17, 6th grade teachers will serve 7th grade students, 7th grade teachers will serve 8th grade students, and 8th grade teachers will serve 6th grade students.

3. In 2017-18, 6th grade teachers will serve 8th grade students, 7th grade teachers will serve 6th grade students, and 8th grade teachers will serve 7th grade students.

4. The guidance department will structure student advocacy activities.

Evidence of success: Actual meeting notes from student advocacy groups

Activity - Fierce Friday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Indiana School Improvement Plan

John Wheeler Middle School

<p>The guidance department will structure student advocacy activities. In 2015-16, the advocate will be the teachers of the academic team in which they teach. In 2016-17, 6th grade teachers will serve 7th grade students, 7th grade teachers will serve 8th grade students, and 8th grade teachers will serve 6th grade students. 3. In 2017-18, 6th grade teachers will serve 8th grade students, 7th grade teachers will serve 6th grade students, and 8th grade teachers will serve 7th grade students.</p>	Other - Mentoring	08/01/2015	06/01/2018	\$0	No Funding Required	All staff is responsible
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Strategy	Students will utilize various strategies to understand what questions are being asked.	Direct Instruction	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
Communicating Reasoning	Students will understand that to communicate their reasoning, they need to justify and support their solution.	Direct Instruction	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
Marzano Training	The teaching staff will be trained in the application of Bloom's Taxonomy for teaching, learning and assessing as needed and in high-yield teaching strategies as well as best practices in the art and science of teaching.	Professional Learning	08/01/2015	06/01/2018	\$0	Tim Vassar and Staff
Critical Terms	Teachers will use critical terms and phrases to help with higher- order thinking activities.	Direct Instruction	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
Fierce Friday	The guidance department will structure student advocacy activities. In 2015-16, the advocate will be the teachers of the academic team in which they teach. In 2016-17, 6th grade teachers will serve 7th grade students, 7th grade teachers will serve 8th grade students, and 8th grade teachers will serve 6th grade students. 3. In 2017-18, 6th grade teachers will serve 8th grade students, 7th grade teachers will serve 6th grade students, and 8th grade teachers will serve 7th grade students.	Other - Mentoring	08/01/2015	06/01/2018	\$0	All staff is responsible
Higher Level Thinking	Teachers will use classroom questioning techniques that require higher-order thinking.	Direct Instruction, Professional Learning	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
Assessment and Planning	Progress monitoring will occur using Star Reader and Star Math assessments. Acuity data will be used in instructional planning	Technology, Other - Progress Monitoring	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
Real-Life Application	Students will apply content knowledge to real-life situations	Direct Instruction	08/01/2015	06/01/2018	\$0	Teachers 2015-2018

**Indiana School Improvement Plan**

John Wheeler Middle School

Horizontal and Vertical Articulation	Horizontal and Vertical articulation meetings will be held regularly. Academic department meetings will be held a minimum of one time each month. Academic team meetings will be held daily to articulate on various issues.	Other - Communication with Staff	08/01/2015	06/01/2018	\$0	Teachers 2015-2018
<b>Total</b>					\$0	

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## Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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## Professional Development Plan

<b>School Name:</b> Col. John Wheeler Middle School			<b>School Year:</b> <u>2015-2018</u>	
<b>Professional Development Goal:</b> Increase skill level in using the strategies described in <i>The Art and Science of Teaching</i> and iObservation professional classroom practice by Robert Marzano.			<b>Monitoring</b>	
			<b>Student Achievement Data Sources</b> 3. Star Math 4. ACT Aspire	1. I.S.T.E.P. + 2. Star Reader
<b>Benchmark:</b> The percentage of students passing both the English/Language Arts and Mathematics I.S.T.E.P. + will remain at ninety percent (90%) through the year 2017.			<b>Teacher Implementation Data Sources</b> 3.Acuity	1. Actual practice 2. Common assessments
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
1. Teachers will learn about Bloom’s Taxonomy and its application to teaching, learning, and assessing.	Teaching Staff	School Improvement Team	Substitute Pay	Ongoing
2. Teachers will learn about instructional strategies related to critical thinking.	Teaching Staff	School Improvement Team	N/A	Ongoing
3. Teachers will learn about assessment writing as related to Bloom’s Taxonomy.	Teaching Staff	School Improvement Team	Substitute Pay	Ongoing
4. Teachers will receive professional development on instructional strategies as related to strategies relative to iobservation methodology described by Robert Marzano and John Hattie. High-Yield Teaching Strategies training and technology training.	Teaching Staff	School Improvement Team	N/A	Ongoing

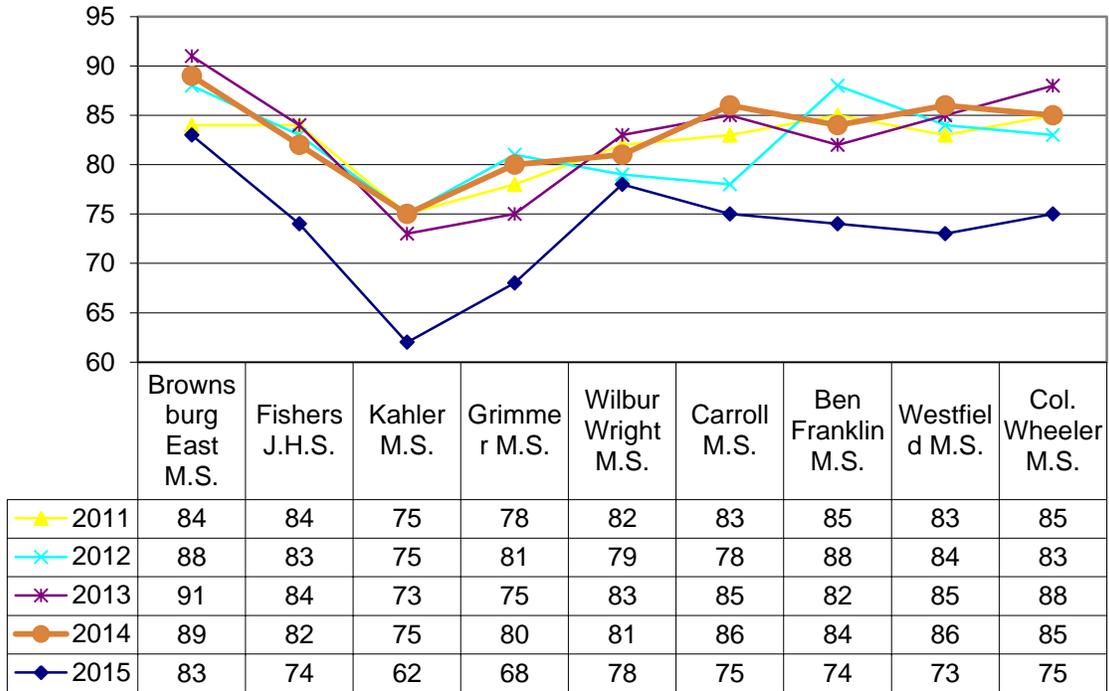
## Professional Development Plan

<b>School Name:</b> Col. John Wheeler Middle School			<b>School Year:</b> <u>2015-2018</u>	
<b>Professional Development Goal:</b> Increase horizontal and vertical articulation among the teaching staff to align curriculum and share instructional strategies.			<b>Monitoring</b>	
			<b>Student Achievement Data Sources</b>	1. I.S.T.E.P. + 2. 3.
<b>Benchmark:</b> The percentage of students passing both the English/Language Arts and Mathematics I.S.T.E.P. + will increase to ninety percent (90%) by the year 2010.			<b>Teacher Implementation Data Sources</b>	1. Actual practice 2. Common assessments 3.
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
1. Academic departments will hold monthly meetings to discuss curriculum alignment and share instructional strategies.	Department Members	Department Chair	N/A	Ongoing
2. Teachers will develop a scope and sequence plan for each subject at each grade level.	Department Members	Department Chair	N/A	Ongoing as changes move to New academic standards.
3. Common course articulation meetings will be held biweekly.	Teaching Staff	Department Chair	N/A	Ongoing
4. Academic Teams will meet daily to articulate about students, to review data, hold parent meetings, and plan for instruction.	Teaching Staff	Team Leaders	N/A	Ongoing

## Professional Development Plan

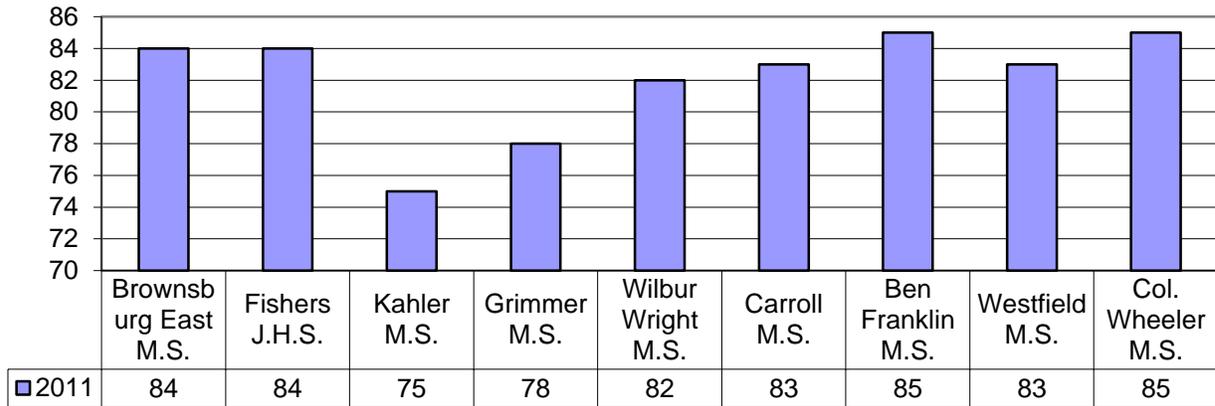
<b>School Name:</b> Col. John Wheeler Middle School			<b>School Year:</b> <u>2015-2018</u>	
<b>Professional Development Goal:</b> Design and evaluate formal structures whereby each student is well known by at least adult advocate who supports that student' educational experience.			<b>Monitoring</b>	
			<b>Student Achievement Data Sources</b> 1. Actual meeting notes from student advocacy groups	
<b>Benchmark:</b> Every student in the school will have an adult advocate by the school year 2015-16			<b>Teacher Implementation Data Sources</b> 1. Actual practice 2. Meeting notes	
Professional Development Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
1. In 2015-16, the advocate will be the teachers of the academic team in which they teach. In 2016-17, 6 <sup>th</sup> grade teachers will serve 7 <sup>th</sup> grade students, 7 <sup>th</sup> grade teachers will serve 8 <sup>th</sup> grade students, and 8 <sup>th</sup> grade teachers will serve 6 <sup>th</sup> grade students. In 2017-18, 6 <sup>th</sup> grade teachers will serve 8 <sup>th</sup> grade students, 7 <sup>th</sup> grade teachers will serve 6 <sup>th</sup> grade students, and 8 <sup>th</sup> grade teachers will serve 7 <sup>th</sup> grade students.	Students	Teaching Staff	N/A	Ongoing
2. The guidance department will structure student advocacy activities and meet with teachers to explain activities.	Teaching Staff	Guidance Department	N/A	Ongoing

### League of Schools Comparison of Passing ISTEP (All Grades)

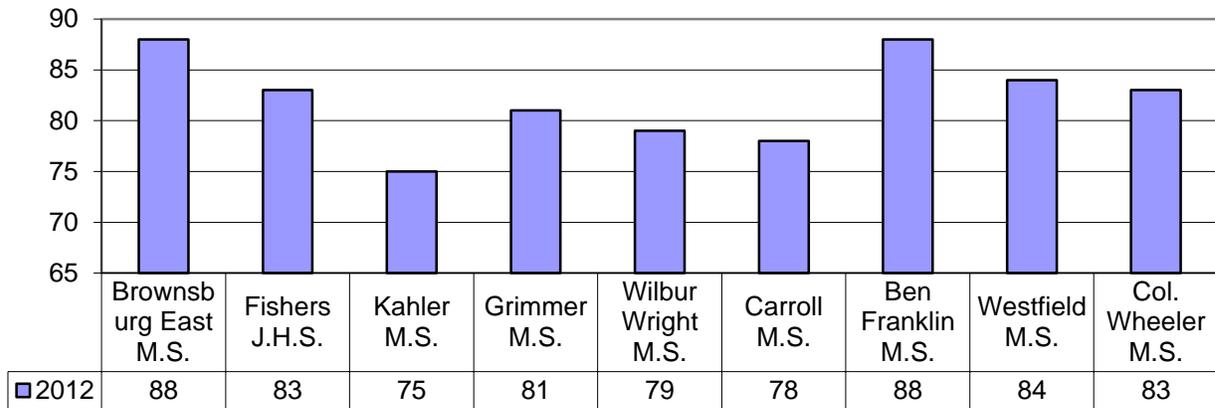


In 2011, Col. Wheeler students were tied for first in this comparison category. Data shows that in the year 2012, Col. Wheeler students were tied for 4<sup>th</sup> among league schools. In 2013, Colonel Wheeler Students placed 2<sup>nd</sup> out of 9 league schools. In 2014, Col. Wheeler tied for 4<sup>th</sup> among league schools, a drop of two places. In 2015, Col. Wheeler tied for 3<sup>rd</sup>, a gain of one place.

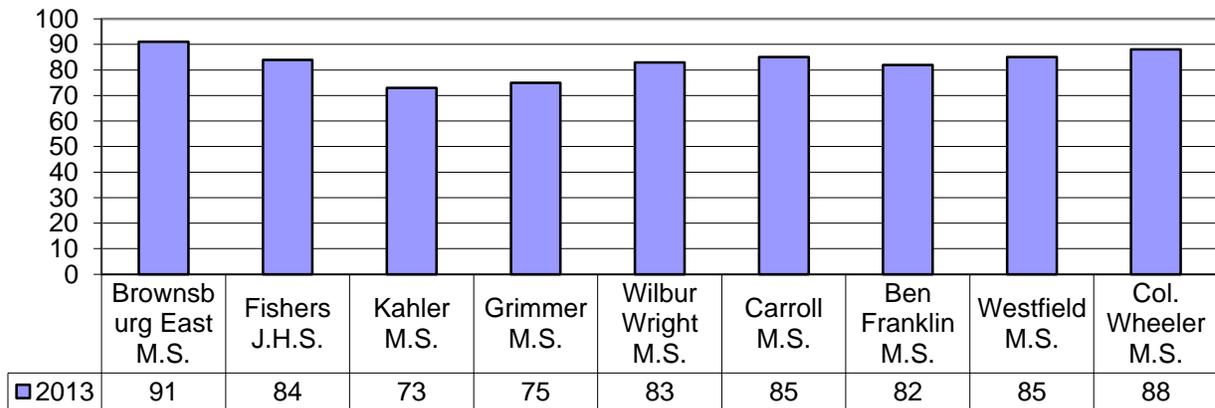
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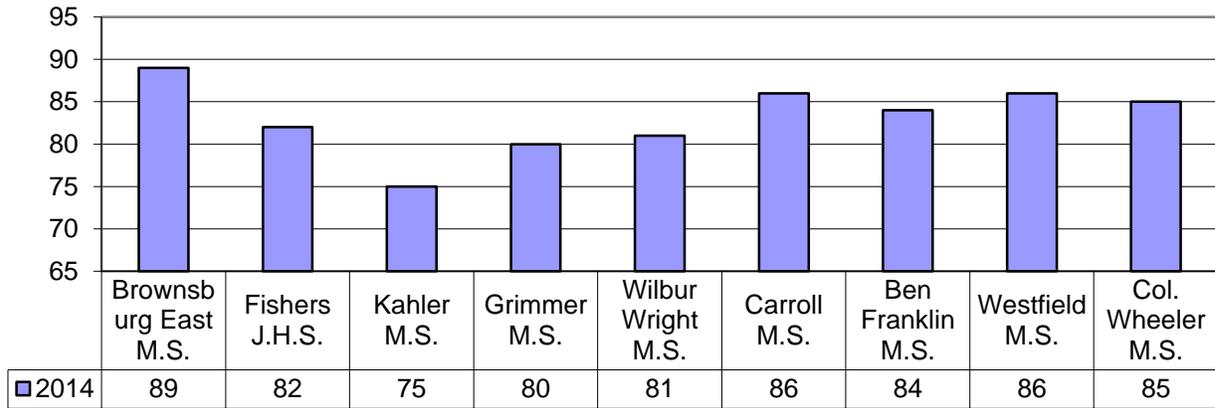
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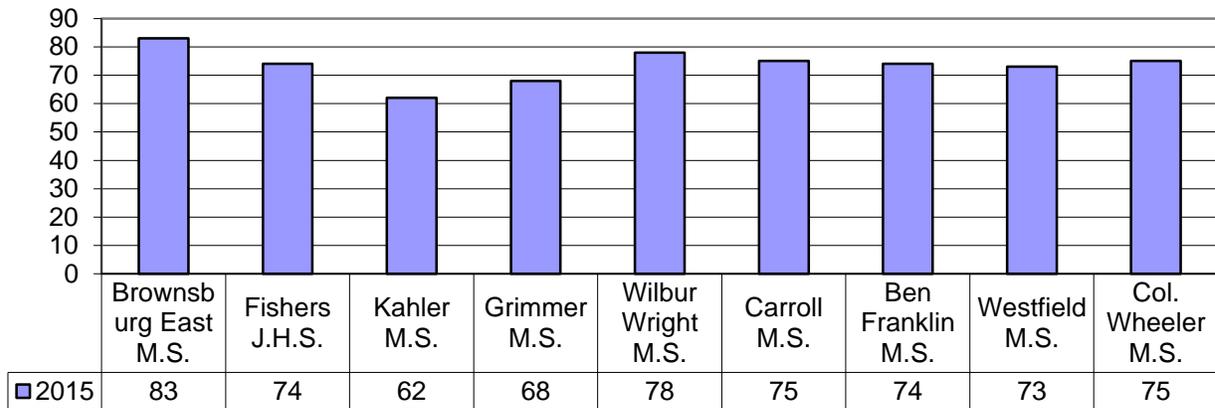
### League of Schools Comparison of Passing ISTEP (All Grades)



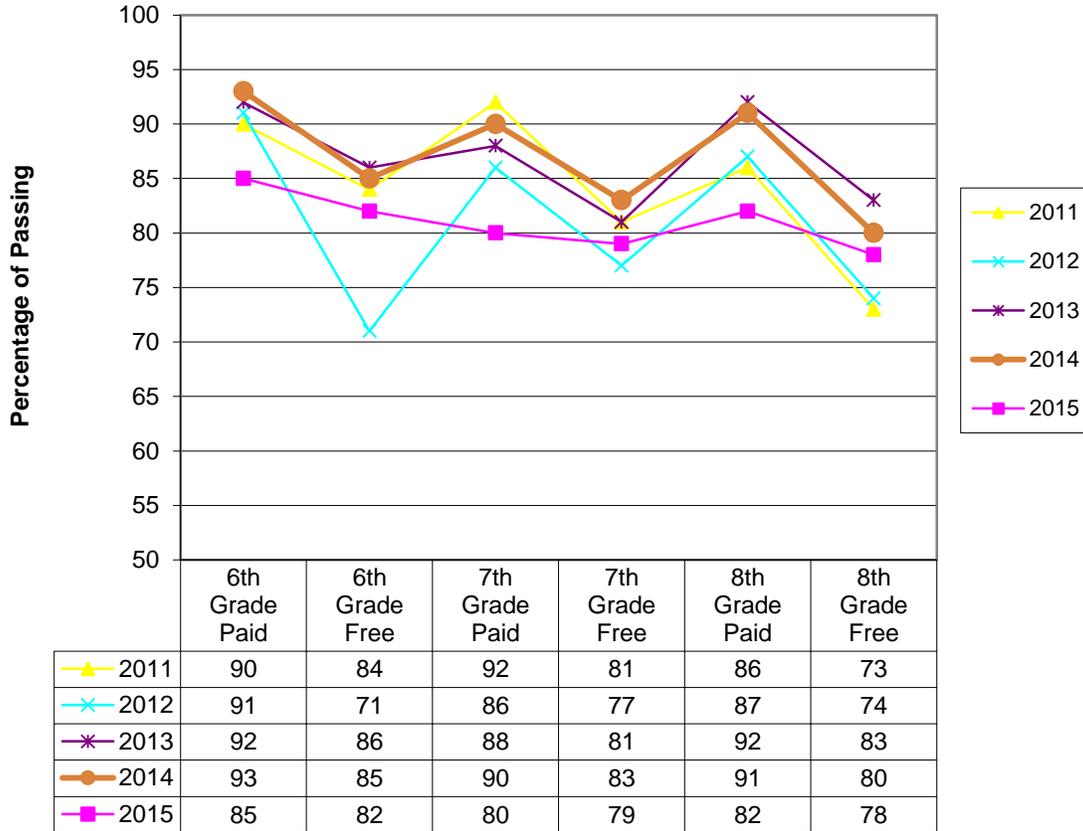
### League of Schools Comparison of Passing ISTEP (All Grades)



### League of Schools Comparison of Passing ISTEP (All Grades)



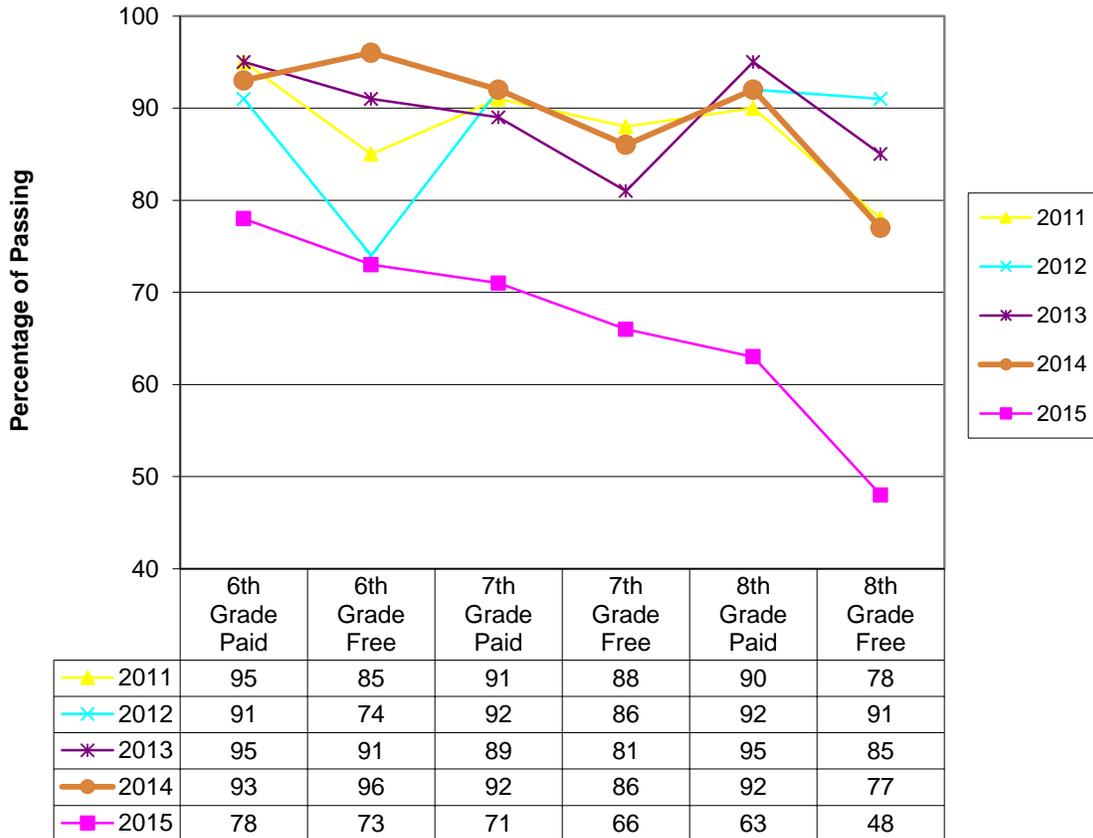
### Language Arts Paid Lunch vs. Free / Reduced Lunch



English Language Arts free and reduced data relative to ISTEP+ scores reveals that on average, students who are on paid lunch status outperform students on free or reduced lunch. This gap closed somewhat in the year 2011. In 2012, the gap ranged from 20 percentage points to 9. In 2013, the gap ranged from 6 – 9; a considerable closing of the gap between populations. This trend continued in 2014. This gap closed again in 2015.

We instituted a breakfast program for students beginning with the 2009-10 school year. We need to look more closely at this data and determine interventions to close the gap.

### Math Paid Lunch vs. Free / Reduced Lunch

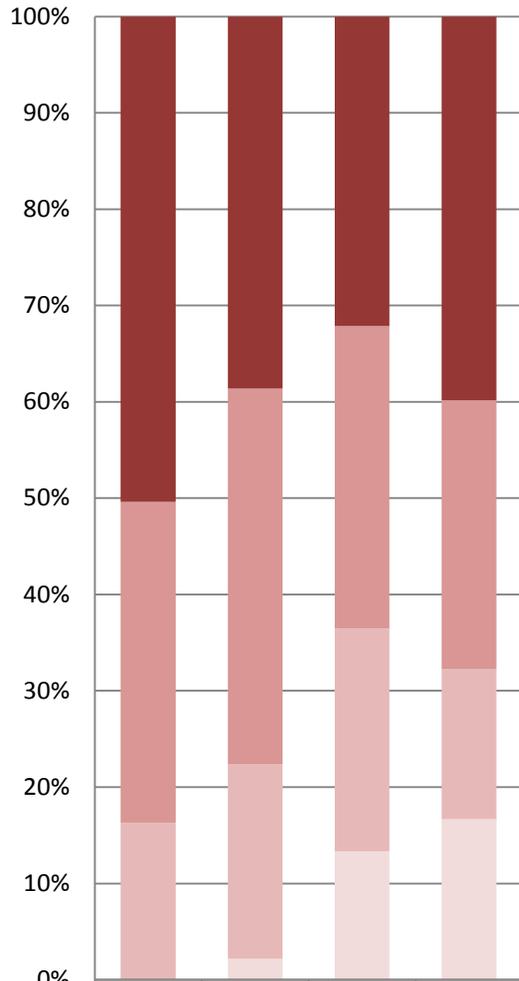


Math free and reduced lunch data relative to ISTEP+ scores reveals that on average, students who are on paid lunch status outperform students on free or reduced lunch. This gap closed somewhat in the years 2011. In 2012, the gap ranged from 17 points to a single point in 8<sup>th</sup> grade. In 2013, the gap ranged from 4-10 points. The gap in grade 8 for 2014 was sizable at 15 percentage points. However, for the first time in school history, one free/reduced lunch group had a higher passing percentage than being grade 6. In 2015, the gap ranged from 5 points to 11 with paid lunch students outperforming free or reduced lunch students.

We have also instituted a breakfast program for students beginning with the 2009-10 school year. We need to look more closely at this data and determine interventions to close this gap.

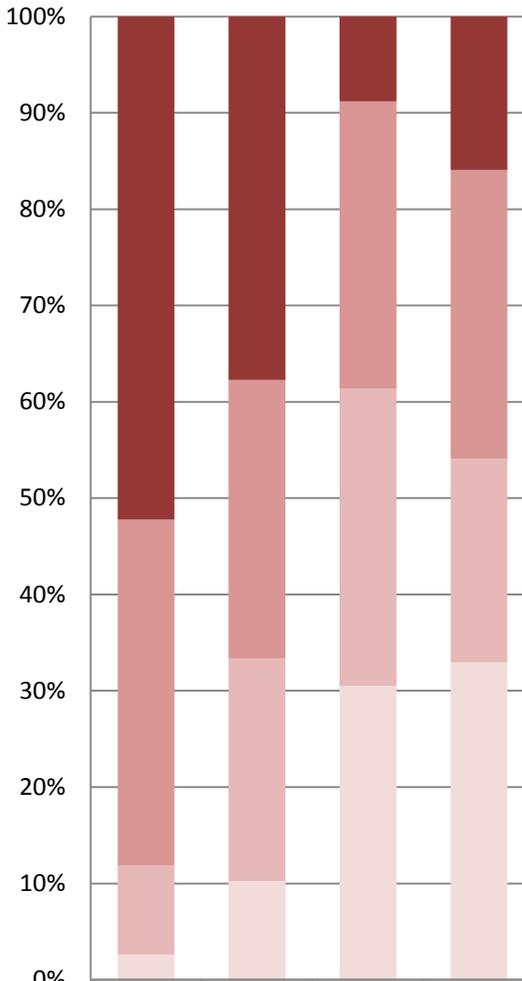
# CWMS 2015 - ACT Aspire College and Career Readiness Assessment

## Grade 6



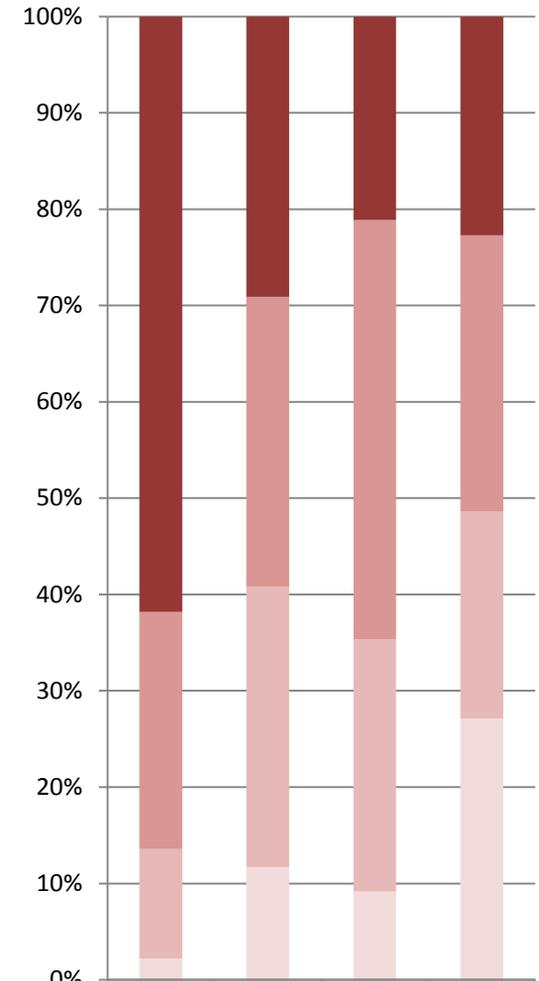
	English	Math	Read	Science
Exceeds	49.3%	38.6%	32.1%	39.9%
Ready	32.6%	39.0%	31.4%	27.9%
Close	15.9%	20.2%	23.1%	15.6%
Need	0.0%	2.2%	13.4%	16.7%

## Grade 7



	English	Math	Read	Science
Exceeds	52.2%	37.7%	8.8%	15.9%
Ready	35.9%	28.9%	29.8%	30.0%
Close	9.3%	23.1%	30.9%	21.1%
Need	2.6%	10.3%	30.5%	33.0%

## Grade 8



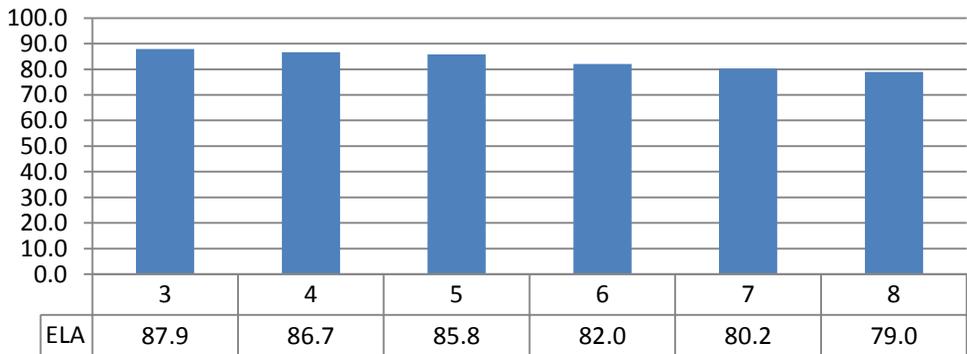
	English	Math	Read	Science
Exceeds	61.8%	29.1%	21.1%	22.7%
Ready	24.6%	30.1%	43.5%	28.7%
Close	11.4%	29.1%	26.2%	21.5%
Need	2.2%	11.7%	9.1%	27.1%



	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Total		
	ELA	Math	Pass	ELA	Math	Pass															
	% Pass	% Pass	Both	% Pass	% Pass	Both															
	92.8%	90.9%	87.0%	93.3%	93.1%	89.6%	87.0%	90.6%	83.0%	88.5%	87.9%	83.0%	89.5%	83.0%	79.7%	87.7%	85.9%	78.5%	89.1%	86.4%	81.8%
	92.5%	86.7%	84.4%	90.0%	87.6%	82.5%	86.9%	89.9%	83.0%	86.0%	87.1%	79.3%	86.8%	82.2%	77.0%	86.6%	83.0%	76.2%	86.7%	85.7%	80.1%
	90.2%	86.0%	84.1%	88.9%	85.9%	82.2%	86.4%	89.8%	81.0%	83.8%	82.9%	77.7%	84.7%	81.4%	76.4%	81.2%	81.5%	74.5%	85.6%	85.3%	79.7%
	88.5%	82.8%	79.3%	87.6%	85.7%	81.3%	85.8%	86.0%	79.9%	82.7%	82.3%	73.7%	84.1%	79.2%	71.7%	80.8%	79.8%	74.5%	83.6%	80.3%	73.6%
	88.0%	82.6%	78.6%	86.7%	83.5%	77.6%	82.8%	84.8%	75.6%	82.7%	81.8%	73.2%	83.6%	77.0%	71.6%	79.7%	79.5%	73.1%	82.6%	79.8%	73.6%
	87.9%	80.9%	77.7%	85.5%	80.6%	76.2%	79.3%	84.5%	73.2%	82.0%	79.5%	72.8%	81.6%	75.0%	70.4%	79.5%	77.4%	69.4%	82.4%	78.0%	72.1%
	87.4%	80.6%	77.1%	85.4%	79.8%	75.2%	78.9%	84.4%	73.1%	80.9%	79.2%	72.7%	80.7%	74.9%	69.7%	79.0%	75.7%	68.2%	81.6%	78.0%	71.7%
	86.9%	79.8%	76.1%	85.3%	79.6%	75.0%	78.5%	81.7%	72.8%	80.2%	79.1%	71.5%	80.2%	72.5%	66.3%	78.7%	74.9%	68.1%	81.4%	76.5%	71.6%
	86.3%	78.5%	74.7%	84.8%	78.3%	73.5%	78.1%	81.0%	71.4%	80.1%	78.3%	71.3%	79.6%	71.8%	65.6%	78.2%	74.2%	67.9%	81.0%	76.4%	70.0%
	86.1%	77.1%	73.5%	83.9%	77.8%	72.8%	77.6%	80.8%	68.8%	79.4%	77.8%	70.9%	78.7%	71.6%	65.4%	77.9%	72.7%	66.6%	80.9%	76.0%	69.7%
	85.9%	77.1%	73.1%	83.4%	76.4%	72.6%	76.9%	80.8%	68.8%	79.1%	77.4%	70.4%	78.2%	70.8%	65.0%	77.9%	71.5%	63.7%	80.8%	75.5%	69.3%
	85.5%	76.5%	72.6%	83.1%	76.3%	70.9%	75.9%	79.7%	68.7%	78.5%	77.2%	69.6%	76.9%	69.0%	64.6%	77.5%	68.0%	63.2%	79.7%	75.0%	68.9%
	84.9%	75.5%	72.2%	82.3%	76.2%	70.6%	75.9%	76.8%	68.6%	78.4%	76.4%	68.2%	76.6%	69.0%	62.9%	77.5%	66.1%	61.9%	79.4%	74.7%	68.6%
	84.8%	74.8%	72.1%	80.4%	74.9%	69.7%	75.5%	75.5%	67.1%	75.8%	75.0%	67.3%	75.5%	67.2%	61.8%	77.0%	65.4%	61.6%	79.3%	73.8%	67.0%
	84.7%	72.5%	69.2%	80.1%	71.1%	67.3%	73.6%	73.0%	65.7%	75.6%	73.0%	65.0%	74.9%	65.4%	60.1%	73.6%	65.0%	61.1%	77.5%	73.1%	66.8%
	84.6%	72.4%	69.0%	78.5%	70.9%	66.3%	72.1%	72.0%	63.6%	73.6%	70.3%	62.5%	73.2%	64.1%	58.9%	69.9%	65.0%	56.5%	75.7%	72.6%	64.8%
	84.5%	69.2%	67.3%	73.1%	70.5%	59.7%	71.9%	71.6%	62.9%	69.8%	60.1%	52.2%	71.0%	49.9%	46.9%	67.6%	60.3%	53.0%	74.6%	63.7%	57.9%
MacArthur	82.1%	70.0%	65.4%	88.5%	73.6%	72.4%	90.5%	90.5%	85.1%	79.8%	78.5%	69.7%	80.6%	68.5%	64.9%	77.1%	70.5%	66.2%	Robert Taft		
Eisenhower	97.0%	93.9%	91.9%	95.1%	81.7%	79.6%	86.0%	87.1%	79.0%	84.3%	77.0%	72.1%	79.7%	69.4%	65.1%	80.8%	59.9%	56.3%	Colonel Wheeler		
Lake Street	85.5%	76.3%	72.4%	82.6%	77.1%	72.5%	84.0%	84.0%	80.2%												
Solon Robinson	90.6%	89.6%	84.2%	90.4%	90.3%	86.1%	92.6%	91.5%	88.3%												
Jerry Ross	87.6%	82.9%	81.1%	91.0%	82.1%	80.6%	85.7%	80.9%	75.8%												
Timothy Ball	83.2%	79.2%	71.3%	62.3%	59.4%	49.3%	77.0%	87.1%	76.0%												

Code
99th Percentile
50th percentile
1st percentile

ELA CPCSC by Grade



Math CPCSC by Grade

