Indiana School Improvement Plan

Crawford County Middle School

Crawford County Community School Corp

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Crawford County Middle School (CCMS) serves the educational needs of all students' grades 6-8 in Crawford County. Enrollment is approximately 345 students. Located in Indiana's south-central region, 40 minutes west of Louisville, KY, our school district consists of one centrally located senior high school, a middle school, and three elementary schools. The demographics of Crawford County make it unique and add to the challenges of educating the young people of the community. Crawford County consists of 312 square miles in the hills of southern Indiana bordered on the south by the Ohio River. The county, rural in nature, deals with a significant lack of industry which results in a low socioeconomic status among its citizens. The two largest employers in the county are Crawford County Community School Corporation and Jasper Engines and Transmissions.

Crawford County consists of several small, rural communities with a population of approximately 10,655 and offers very few economic opportunities. National forest land covers about two-thirds of the area of Crawford County. The per capita income is $19,002. The poverty rate is 19.3%; however, Crawford County currently ranks third out of 92 counties for the highest number of children living in poverty under the age of 18 in the state of Indiana. The unemployment rate is 9.3%. Nearly 20% of adults in the county have less than a high school education. Community, staff and student populations are all approximately 98% white with a very low percentage of English Language Learners. Sixty-one percent of the students at Crawford County Middle School continue to participate in the free and reduced lunch program.

The size of the county and the scope of the necessary transportation system significantly influence our school system. Each day, buses in our system travel an average of 2066 miles round trip, with another 551 miles covered by shuttle buses to Prosser Career Education Center located in New Albany, IN and special education programs outside the county. A student who lives in the western end of the county and goes to vocational school may ride a bus for nearly four hours a day. Obviously, every aspect of our school--from discipline procedures to extracurricular activities--is affected by these time and distance factors.

School's Purpose

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

Vision Statement:

Growing Toward Greatness

Mission Statement:

Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

We believe that education needs to be empowering. All students should be engaged in meaningful activities that provide opportunities for growth. Students need to be actively involved in solving problems and producing quality work. Students learn best when they have the appropriate opportunities for success.

The faculty, staff, administration, parents, students, and the community share the responsibility for each child's education. Everyone deserves a safe and healthy school environment where they feel secure and respected.

Students learn best when consistency occurs in curriculum, instruction, and discipline, on both a daily and a yearly basis. Education should be characterized by a rigorous work ethic, modeled by our faculty and staff, demanded of our students, and supported by our parents.

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.

Since Crawford County Middle School was just established this 2016 school year our notable achievements and areas of improvements are somewhat a blend of Crawford County High School and the former five elementary schools.

CCHS is most proud of their consistently high college-and-career readiness scores as reported by the Indiana Department of Education. A grant from a local bank's foundation supports all dual-credit costs of students, thereby paying their tuition for dual-credit courses. Another grant, administered through Notre Dame University, has supported our Advanced Placement Program. Through this grant, Crawford County Jr. Sr. High School was named the 2014 AP School of the Year in Indiana and has been on the CollegeBoard AP Honor Roll for 2014 and 2015.

Over the past three years, CCHS has improved safety protocol by equipping the entrances with cameras and intercom systems, installing bullet resistant glaze on the glass, upgrading the doors and keeping them locked at all times, and incorporating safety picture photo identification for all staff. We have two trained certified school safety specialists in the building: the principal and the nurse.

Technology improvements include all students in grades 6-8 have eight laptop carts to be utilized as needed. Bandwidth is being increased corporation wide.

In 2015, the Crawford County Marching Band placed 5th at the state competition for the first time.

Although positive changes are being made, the administration and staff of CCMS recognize the continuing challenges present in the system but adopt a "No Excuses" attitude when dealing with these challenges. CCMS plans to continue their efforts on improving rigor in the classroom to meet the requirements of the new Indiana College-and-Career Ready Standards. Though work has begun, there is still room to improve.

Additional Information

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

Crawford County Middle School continues to work on improving student engagement in the classroom. This, coupled with the additional rigor in the classroom, has been and will be a focus of our staff in order to best meet the needs of our students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to develop the improvement plan started with the selection of parent representation from each grade level.   Parents were notified personally and times were arranged to meet all stakeholders schedules.

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

A parent representative from each grade level was present at meetings. The parent representatives responsibilities in the process included review/discussion of data findings and creating goals.

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

All stakeholders will be notified of the final improvement plan by corporation website.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

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

Areas of strength at CCMS are our commitments to literary instructional practices, active student engagement, depth of understanding, and applying knowledge and skills. Professional development is provided throughout the year on topics of student engagement, depth of knowledge, and effective instructional practices.

Areas of weakness at CCMS include a lack of focused purpose and direction for this school year due to the abrupt creation of the middle school just before the year started. We are working to find time to focus on developing our purpose and direction.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

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

Areas of strength include well-established policies and procedures carried over from the former junior-senior high school as well as staff supervision and evaluation processes that result in improved student success.

An area of weakness is lack of involvement with stakeholders. We do not provide enough opportunities for community collaboration.

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: 3.25

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.	•Survey results •Lesson plans •Course schedules •Descriptions of instructional techniques	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 student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student 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.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

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

An area of strength at CCMS is that all students are well-known by at least one adult. We support this standard by implementing a WIN (What I Need) period each day where teachers check in with assigned students to monitor grades, attendance, behavior, etc.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Survey results •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results	Level 2

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

Areas of strengths are the ability to provide emotional and social support to our students through our school counselor and social worker.

An area of weakness is the lack of personnel to assist with student discipline. Another area is the lack of 1:1 student devices.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

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.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

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

Areas of strengths are varied assessments given multiple times a year and the data from assessments is analyzed. Examples would be the results from multiple summative assessments compared and contrasted.

An area of weakness is training of staff on analyzing assessment data.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 3.25

Standard 4: Resources and Support Systems — 2.43

Standard 5: Using Results for Continuous Improvement — 2.8

Sections
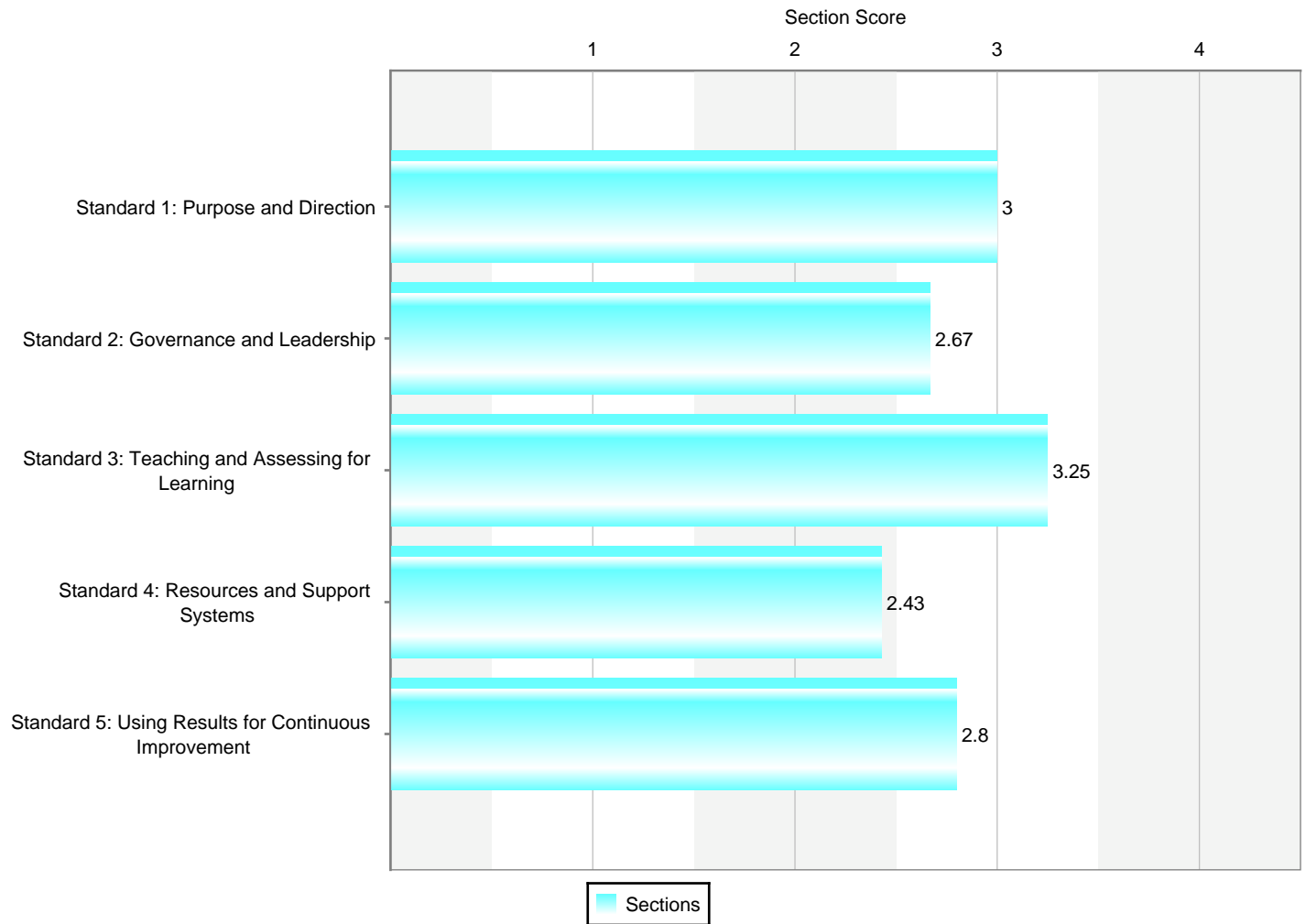
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Document Dec 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

ISTEP+ 2016 Grade 8 Math
ISTEP+ 2016 Grade 6 Math
ISTEP+ 2016 Grade 6 ELA

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

ISTEP+ 2016 Grade 8 Math
ISTEP+ 2016 Grade 6 Math
ISTEP+ 2016 Grade 6 ELA

Which area(s) indicate the overall highest performance?

ISTEP+ 2016 Grade 6 ELA

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

Grade 6 English Language Arts, Mathematics and Grade 8 Mathematics ISTEP+ scores dropped in the Spring of 2015 when the assessment was updated to cover the 2014 Indiana Academic Standards. The same grades and subjects have shown a positive trend over the past two years as our teachers and students adjust to the rigor of the new standards and assessments.

Between which subgroups is the achievement gap closing?

Data did not support a closing gap of achievement in subgroups.

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

Available data does not allow this comparison yet.

Areas in Need of Improvement

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

Grade 7 English Language Arts and Mathematics and Grade 8 English Language Arts ISTEP+ scores dropped in the Spring of 2015 when the assessment was updated to cover the 2014 Indiana Academic Standards. The same grades and subjects have shown a negative trend over the past two years as our teachers and students struggle to adjust to the rigor of the new standards and assessments.

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

Grade 7 English Language Arts and Mathematics and Grade 8 English Language Arts ISTEP+ scores dropped in the Spring of 2015 when the assessment was updated to cover the 2014 Indiana Academic Standards. The same grades and subjects have shown a negative trend over the past two years as our teachers and students struggle to adjust to the rigor of the new standards and assessments.

Which area(s) indicate the overall lowest performance?

Seventh grade performance on ISTEP+ Math.

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

According to the most recent ISTEP+ results, students receiving special education services underperformed those receiving general education services. Similarly, students eligible for free or reduced meals underperformed those who are not eligible for free or reduced price meals.

Between which subgroups is the achievement gap becoming greater?

According to the most recent ISTEP+ results, students receiving special education services under performed those receiving general education services. Similarly, students eligible for free or reduced meals under performed those who are not eligible for free or reduced price meals.

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

Available data does not support this yet.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
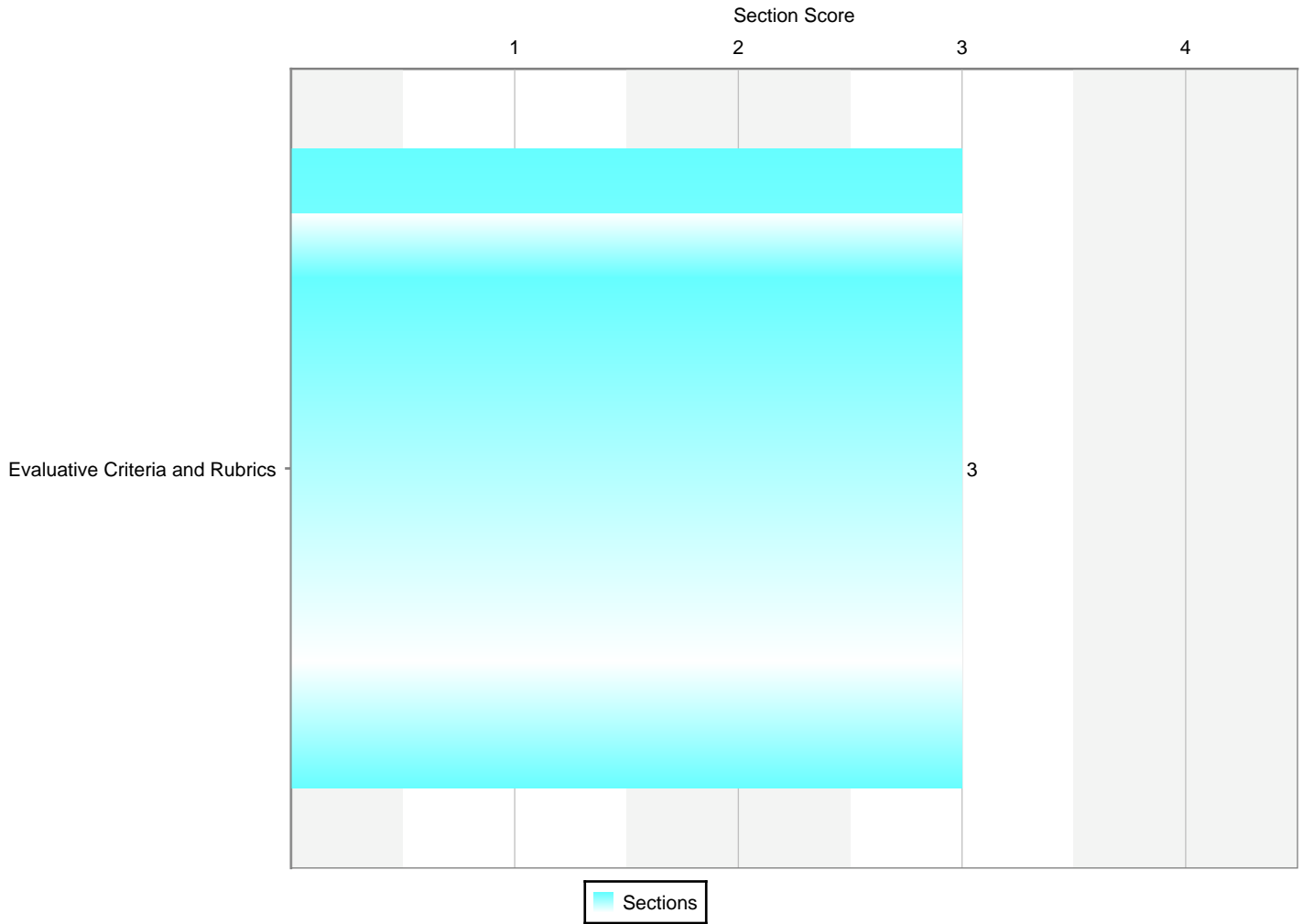
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	All surveys were completed online.	Stakeholder Surveys

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

The following standards and indicators were overall highest level of satisfaction or approval with the stakeholders:

Standard 3, indicators 3.1, 3.1, 3.5, 3.6, 3.8

Standard 4, indicators 4.1, 4.3, 4.4

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

The following areas show a trend toward increasing stakeholder satisfaction or approval:

Standard 1, indicators 1.1, 1.2, 1.3

Standard 2, indicators 2.4, 2.6

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

The survey results from 2014 and 2015 from parents was consistent with the staff survey results in 2014 and 2015.

Areas in Need of Improvement

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

The following standards and indicators indicate the overall lowest level of satisfaction or approval:

Standard 1, indicator 1.1

Standard 2, indicators 2.1, 2.3

Standard 3, indicators 3.7, 3.8

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

The following areas show a trend toward decreasing stakeholder satisfaction or approval:

Standard 3, indicators 3.5, 3.6, 3.7, 3.8

What are the implications for these stakeholder perceptions?

The stakeholders' perceptions implicated that the loss of the counselor has had an impact on all stakeholders.

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

The survey results from 2014 and 2015 from parents was consistent with the staff survey results in 2014 and 2015.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
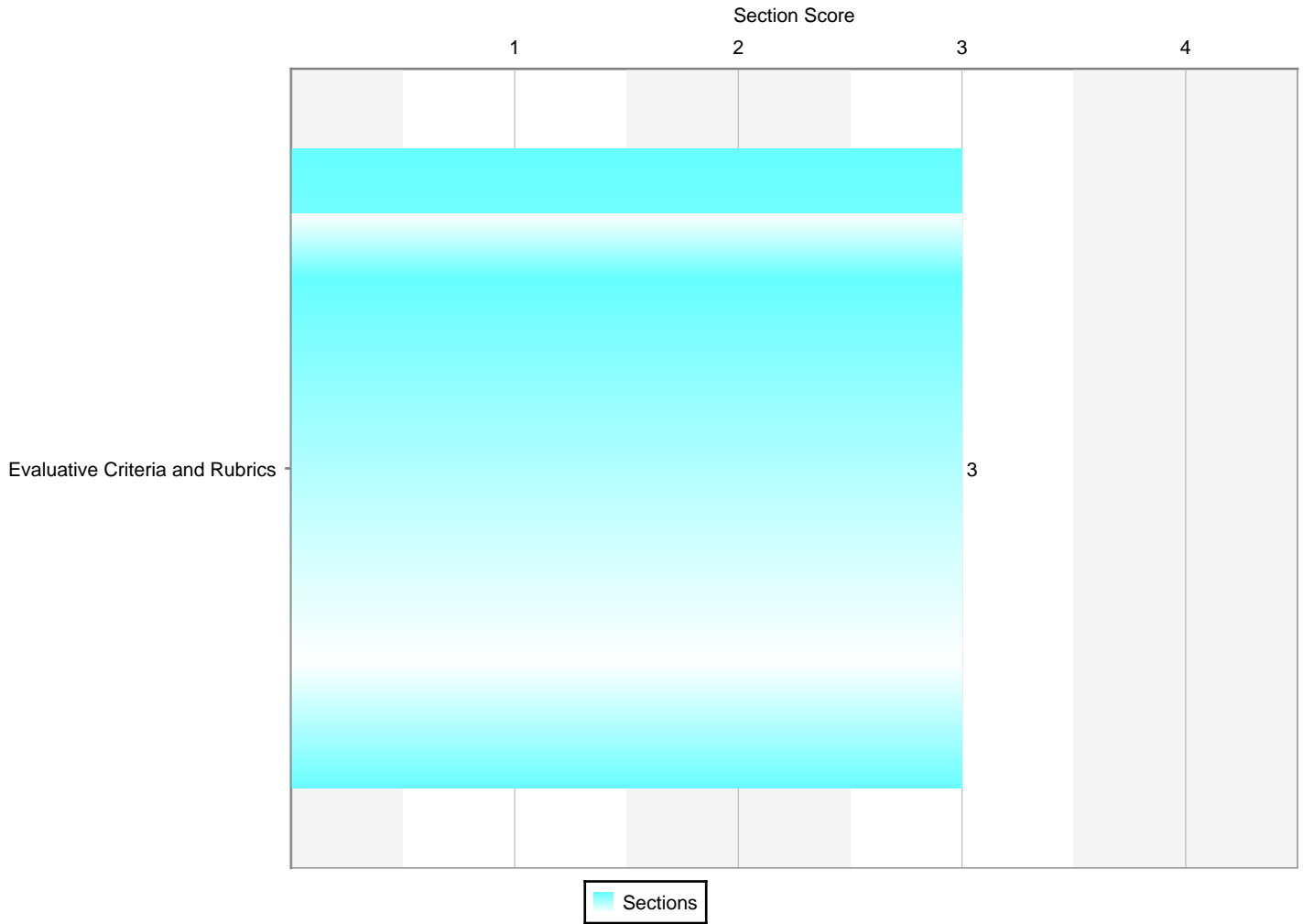
CCMS Goals & Plans Dec 2016

Overview

Plan Name

CCMS Goals & Plans Dec 2016

Plan Description

CCMS Goals & Plans Dec 2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All CCMS students will improve in mathematics as measured by ISTEP+.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$2000
2	All CCMS students will improve in English/Language Arts.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$5000
3	CCMS staff will participate in curriculum development and alignment in order to maintain a viable and guaranteed curriculum.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: All CCMS students will improve in mathematics as measured by ISTEP+.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will achieve college and career readiness by improving individual scores in Mathematics by 06/30/2017 as measured by standardized assessments.

Strategy 1:

Indiana Mathematical Process Standards - Teachers will receive professional development in order to improve and implement Indiana Mathematical Process Standards K-12.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: All students will achieve typical or high growth in mathematics on ISTEP+ 2016.

Activity - Train the Trainer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will attend Train the Trainer sessions on implementation of Indiana Mathematical Practices.	Professional Learning	10/01/2015	06/30/2017	$2000	Title I Part A	District Leaders

Activity - Monitoring Implementation of Indiana Mathematical Process Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation of Indiana Mathematical Process Standards through walk-throughs, lesson plans, and program fidelity checks.	Professional Learning	11/16/2015	06/30/2016	$0	No Funding Required	Administrators

Goal 2: All CCMS students will improve in English/Language Arts.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will achieve college and career readiness by improving individual scores in English Language Arts by 06/30/2017 as measured by 2016 Standardized Assessments.

Strategy 1:

Learning Outcomes - Indiana English/Language Arts Learning Outcomes - Teachers will professional development in order to improve and implement Indiana English/Language Arts Learning Outcomes K-12.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: All students will achieve typical or high growth in English/Language Arts on ISTEP+ 2016.

Activity - Train-the-Trainer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Professional Learning	10/01/2015	06/30/2017	$5000	Title I Part A	Administrators
Teachers and Administrators will attend train-the-trainer sessions on implementation of English/Language Arts standards.						

Activity - Performance Task	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating authentic performance tasks that students must persevere to reach a higher level of thinking.	Direct Instruction	01/01/2016	06/30/2017	$0	No Funding Required	Administrators and Teachers

Goal 3: CCMS staff will participate in curriculum development and alignment in order to maintain a viable and guaranteed curriculum.

Measurable Objective 1:

collaborate to to become proficient in horizontal alignment of Indiana College and Career Standards by 06/30/2017 as measured by students improving growth in Mathematical and English/Language Arts.

Strategy 1:

Staff Collaboration - CCMS staff will meet in grade levels in department teams on a regular basis. During this time, analyzing data and correlating 2014 Indiana Academic Standards.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: Student growth in 2016 ISTEP+

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet monthly for collaboration of horizontal alignment of the Indiana College and Career Readiness Standards.	Professional Learning	01/26/2016	06/30/2016	$0	No Funding Required	Administrator and Staff

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
Performance Task	Creating authentic performance tasks that students must persevere to reach a higher level of thinking.	Direct Instruction	01/01/2016	06/30/2017	$0	Administrators and Teachers
Professional Learning Community	Staff will meet monthly for collaboration of horizontal alignment of the Indiana College and Career Readiness Standards.	Professional Learning	01/26/2016	06/30/2016	$0	Administrator and Staff
Monitoring Implementation of Indiana Mathematical Process Standards	Administrators will monitor implementation of Indiana Mathematical Process Standards through walk-throughs, lesson plans, and program fidelity checks.	Professional Learning	11/16/2015	06/30/2016	$0	Administrators
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Train-the-Trainer	Teachers and Administrators will attend train-the-trainer sessions on implementation of English/Language Arts standards.	Professional Learning	10/01/2015	06/30/2017	$5000	Administrators
Train the Trainer	Teachers and Administrators will attend Train the Trainer sessions on implementation of Indiana Mathematical Practices.	Professional Learning	10/01/2015	06/30/2017	$2000	District Leaders
				Total	$7000	

Title I Schoolwide Plan Requirements

Introduction

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

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The following documents were used to complete the CNA: Student Performance Analysis Document Stakeholder Feedback Document Stakeholder Surveys Executive Summary Self Assessment	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	The following documents were used to complete the CNA: School Goals and Plans Self Assessment	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	The following documents were used to complete the CNA: Student Performance Analysis Document Self Assessment School Goals and Plans	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	See attached.	Staff List 2016-17

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	See Goals and Plans PD is based on assessment of needs.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Student Assessment data is above state average.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Homework, daily announcements, parent-teacher conferences, all-calls to families as needed.	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Individual ISTEP+ results are sent home with students. Family access to Harmony is available.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents have been invited to participate in the school improvement process.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	We have planned school visits for the spring so that elementary students can become familiar with the middle school. We also have planned school visits for the spring so that middle school students can become familiar with the high school.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	The following documents were used: Student Performance Analysis Document Stakeholder Feedback Document Stakeholder Surveys Executive Summary Self Assessment	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Daily WIN (What I Need) period is a time for teachers to reteach/remediate students having difficulty mastering proficient and advanced levels. CCMS has a double block of language arts for students who struggle. After school PACK tutoring is available to students who need extra help.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	No	We do not integrate funds.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	We do not consolidate funds.	

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.