Indiana School Improvement Plan

Avilla Elementary School

East Noble School Corp.

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Student Performance Diagnostic

SIP Plan 2016-17

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?

Avilla Elementary School is part of the East Noble School Corporation, a district of approximately 3700 students. Students are served by one high school (1,300 students) one middle school, (600 students) one alternative school (population varies), and five K-6 schools. The ENSC is located in the northeast corner of the state, approximately 30 miles north of Fort Wayne, Indiana. The communities comprising the district are based upon manufacturing companies and agricultural endeavors. Avilla Elementary School as well as the East Noble School Corporation, is accredited by the North Central Association.

Avilla Elementary School is now in the sixth year of a district-wide reconfiguration of school services. Effective at the start of the 2009-2010 school year, Avilla became a Pre-School-Grade 6 school. This eliminated the K-8 configuration of years past. Also included in the new population of students were those who previously attended LaOtto Elementary School, which was closed in June, 2009. Grade 6 students are now considered to be part of the elementary school as opposed to a middle school model and philosophy. Approximately 450 students from the Avilla and LaOtto communities are served in the building. The population is not diverse in ethnicity and approximately 40% of the student body qualify for free and reduced assistance for lunch and book rental.

Class sizes range from 19 to 31 students, depending upon the grade level and section. Students participate in Art, P.E. and Music classes on a regular basis. A spectrum of services also exists for those students receiving services under Article 7 of the special education code. A framework for developing future productive citizens is also followed. Character Counts outline 6 pillars of character traits the community feels are critical for success after students leave the school setting. This is a district-wide initiative currently in year five of implementation.

A highly qualified staff of 31 certified teachers implements the curriculum. They are assisted by qualified and certified paraprofessionals. The allocation of para-pros is based upon the needs of the students. A collaborative approach of meeting student needs is prevalent. Time is provided on a weekly basis (Mondays; late start) for professional development efforts, as well as data analysis, is provided at a district level. A well-developed schedule also allows daily common time for teachers to collaboration by grade level. Avilla Elementary also is served by a nurse, who is assigned to our school for about 50 % of her day. A guidance counselor also provides services to the students and families. She is assigned to Avilla for 60% of her contracted time.

Like many schools, parent participation is of concern for Avilla Elementary. While opportunities exist for volunteers, few take advantage. Numerous means of communications are in place and parents report that they are well informed. These means of communication include an automated message system, classroom newsletters, blogs, school and classroom newsletters, web sites, emails, phone calls and text messages.

As part of our No Excuses University partnership/framework, monthly activities are provided for students and their parents. These take place in the evenings and require the family to come back to the school, an average of 100-130 parents in attendance at most offerings. A core group of parents and teachers provide a strong Parent Teacher Organization with numerous activities in place to involve parents in the education of the students of Avilla Elementary School. Creating a culture of participation for our entire school, not just parents of students, is a constant topic of discussion with staff and key members of the Avilla Community.

Current budget issues remain a concern for our school and community. A recent change in state funding of schools has impacted Avilla Elementary. To date, the staff has maintained strong efforts to minimize the impact on students. The community has offered their appreciation for the efforts of the staff in this area.

Avilla Elementary School provides a positive and comfortable climate for student learning. The facility, which is 20 years old, is well maintained by a talented custodial staff. Clean and inviting best describes the building. A comprehensive long range capital projects plan ensures proper equipment is available, as well as timely repairs and upkeeps. Student safety is maintained through regular drills and

consistent implementation of a comprehensive crisis plan. Student expectations for behavior are clearly defined and stressed to both students and parents. A district-wide initiative to promote character education is in place to decrease instances of inappropriate actions. A strong partnership with the local police and fire departments is also enjoyed by the school.

The attendance rate for Avilla students has remained constant for many years, ranging between rates of 96.5-97.0%. Avilla Elementary School adheres to the district policy which is published and provided to all parents of the school and district. It defines expectations for attendance, differentiates between excused and unexcused absences, and outlines the Indiana legal codes for compulsory attendance. When students reach levels of concern for attendance, various steps are implemented. These include communication with the guardians, home visits, and possible referrals to the prosecutor and child protective services.

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 Mission:

The East Noble School Corporation mission, as well as Avilla Elementary School, is to:

Maximize the potential in all people every day. This is inclusive of students, staff, and parents.

Our Vision:

Avilla Elementary School strives to be a model school in the state of Indiana, where all students enjoy the educational process and achieve at the highest levels.

We Believe:

Avilla Students can and will achieve to the best of their abilities.

Achievement growth for all students, as well as our school, must be observed on a yearly basis. Achievement growth should be celebrated.

High expectations are linked to high levels of achievement and appropriate behavior.

A systemic process of instruction and continuous school improvement must be present.

The success of student achievement lies with student, staff, and parents; with the staff driving the process.

Notable Achievements and Areas of Improvement

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

Data continues to point to achievement progress over the last four years. A review indicates overall

ISTEP good overall growth in the total percentage of students passing. A five year snapshot indicates the following:

All Grades passing both:

2009-10-68.7

2013-14-78.5

Gain--9.8%

All Grades passing LA

2009-10-71.8

2013-14-85.00

Gain---13.2%

All Grades passing Math

2009-10-78.1

2013-14-84.7

Gain--- 6.6%

All Grades passing both-SES

2009-10-52.9

2013-14-71.1

Gain---18.3%

Newly received data from the last two years of ISTEP show a different snapshot. while the test has changed and results appear to be lower,

Avilla School still is showing comparable scores whe looking st state averages an comparisons from past years.

2015-16 AV-LA ENSC State AV-Math ENSC State AV-LA and Math ENSC State

Grade 3 60.6 59 69 62 55.4 60.1 52.1 45.5 54.1

Grade 4 69.2 64.8 68.2 71.2 59.1 62.4 61.5 52 54.8

Grade 5 69.5 55.6 63.4 81.4 67.1 65.6 66.1 52 53.7

Grade 6 72.9 66.3 72.9 66.4 58.9 62.7 54.5 52

Grade ALL 67.6   59.7 71.4   60.2 51.6

2014-15 AV-LA ENSC State AV-Math ENSC State AV-LA and Math ENSC State

Grade 3 73.6 71.1 73.2 73.6 65.2 62.6 64.2 58.5 57.3

Grade 4 81.3 67.1 70.4 78.1 64.5 65.2 73 56 57.6

Grade 5 67.9 62.1 65.2 67.9 67.3 68.4 58.9 54.3 56.1

Grade 6 67.2 58.2 65.8 59.4 62.7 61.9 54.7 48.7 53.3

All students in grades K-2 participated in three administrations of mclass assessments, as per the windows set forth by the Indiana Department of Education. Each assessment allowed for data analysis and progress monitoring; especially for those who are not at expected levels of performance. Teachers at Avilla Elementary School are in the second year of using this assessment. Our four year participation allows for a solid understanding of the process. Students in grades 3-6 took three predictive on-line administrations of Acuity. A formative criterion based assessment, yielded data as to timely skill acquisition for students in grades 3-6. This assessment paralleled the on line ISTEP assessment and simulated the spring on line administration. Under the state assessment rankings of schools, this earned our school a grade of "A." Review of returned data indicates a sharp focus on individual student growth proved successful. Overall Language Arts Math scores are in the upper 80's as measure by ISTEP. While these are pleasing, the scores can be improved. The Avilla staff is striving to meet criteria to insure that Avilla Elementary School continues to excel and meet the needs of all Avilla students.
IREAD good overall growth in the total percentage of students passing. A three year snapshot indicates the following:
2011-2012- 90.6% passing
2013-2014- 94% passing
Gain---3.4%

The East Noble School Corporation, as well as Avilla Elementary School, recognize and realize that the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. The technology plan outlines the vision for the next three years. In January, 2011 the East Noble School Corporation School Board voted to go ahead with an initiative to provide a technology device to each student to align with the mission to maximize potential in all learners. Each student in grade 5 and 6 was issued a laptop which travels back and forth from home to school. Students in grades K-4 are assigned an ipad (these currently go home every evening.) Students enjoy enriched life skills and employability after high school with educational applications of technology. Educational applications under the guidance of trained teachers and parents will enable East Noble students to excel the 21st Century to participate in a global discussion to solve problems. Every generation experiences challenges; the goal for East Noble is to equip students with critical thinking skills and confidence to respectfully discuss and argue differences. By learning research skills with this technology, students can experience how to lay ground work for new ways to solve problems in a global community. For the fifth year in a row, all students in grades 5 and 6 participated in the on-line administration of the ISTEP. Students in 3-4 used IPADS as a testing medium. Students in grades 3-6 utilized Acuity as a predictor of success along with the instructional resources. K-2 students were administered mclass assessments with the use of teacher ipads.
We are a one-to one technology school. Kindergartners through 4th grade all have iPads and grades 5-6 have laptops. Laptops are taken home every night since the inception of one to one. All technology is sent home for daily and also used for e-learning days. Starting this year Ipads will be sent home daily with all K-4 students. East Noble School Corporation received the following honors: 2014 Future Ready Schools and 2015 League of Innovative Schools.

We are part of the No Excuses Model and believe that every child deserves the opportunity to be educated in a way that prepares them for college. We exhibit a culture of universal achievement by believing in students, and collaborate around that belief. During collaboration, we align standards as a team. As we align standards, we assess the standards and manage the data. Then we pursue meaningful interventions with our students. We have a weekly built -in collaboration every Monday morning with is used for entire staff collaboration or grade level collaboration as needed. We also have a master schedule which allows every grade level built in collaboration time every day together.
In May of 2015 we received a visit from Glenda Ritz, Indiana Superintendent of Public Instruction. We were able to give her a tour of our school and show her how proud we are of our students and staff!
Curriculum:
The East Noble District curriculum is constantly under review as the needs of the students change. It is heavily based upon state standards, as well as a shift to the new common core standards. Curriculum maps and pacing guides were updated last year to insure proper alignment

to instruction and student needs. There is fidelity across the curriculum throughout the entire district. We also have various universal assessments such as NWEA and Reading A to Z. The three year goal for Avilla Elementary School is to raise achievement to 90% of students at defined benchmark expected levels. Results will be monitored on a regular basis and adjustments to instruction will be made accordingly.

A copy of the curriculum can be found in the office of Avilla Elementary School, as well as the office of the Superintendent (126 W. Rush Street, Kendallville, IN 46755).

Additional Information

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

The Avilla Staff and School is committed to proving excellent opportunities to each and evry one of OUR students. Our plan that drives this vision can be found on our school website.

Every August the staff at Avilla School hosts a Back to School Night so that parents and students are able to meet their child's teacher and visit the classroom before the first day of school.

Along with our school focus of No Excuses University, we have several partnerships with Universities such as Ball State, Notre Dame, and TRINE and take field trips to visit the campuses every year. Our K-1st grade students are part of a wonderful program titled Noble County Promise at Huntington University.

We have a Lunch Buddies program and a Reading Buddies program in place where students are paired with volunteer members from our community to help mentor and build personal relationships to encourage individual students.

We also have several children librarians from the Kendallville Public Library who visit, plan, and teach educational lessons based on each grade level's curriculum. The Fort Wayne Children's Zoo conducts a 9 week Scientific Inquiry program with our 4th grade students involving terrariums and millipedes. Junior Achievement volunteers also teach 5 weeks sessions in Grades 1,2,4.

Our Parent Teacher Organization is responsible for several activities that take place every school year such as Claus's Closet Christmas Shop, Muffins with Mom, Donuts with Dad, and a Spring Carnival. We also have a group of faithful parent volunteers title "Helping Hands" that come in every Thursday to assist teachers with classroom jobs. We hold Panther University Parent Nights several times a year in which we offer family fun activities such as magic shows and bingo nights! We open our classrooms for an afternoon filled with activities for students engage in with their grandparents on Grandparent's Day!

East Noble School District has received state grants to host a technology conference for the past 4 summers. Our technology department, coaches, and teachers have presented sessions at every conference. Our school hosts a technology night every fall to educate parents on technology in the classroom, instructions and expectations for bringing technology home, and e-learning procedures.

We have several activity groups for students to participate in including STAR (Students Taking Action Responsibly), Student Council, Math Bowl, Spell Bowl, National Honor Society, Science Fair, Archery, No Excuses Board, Cross Country, Track, Wrestling, Volleyball, Swimming, and 6th grade Band. Our students also participate in winter and spring music and band concerts.

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.

All instructional staff members were involved in the development of our school improvement plan facilitated by our school improvement planning committee and building chair. School data is analyzed by staff members through small task groups. The findings of the analyses are then reported to staff through whole group staff collaboration. Patterns and trends (or lack of) are noted and used to help define our school improvement goals. Staff members provide input through collaboration time, shared documents (Google Docs) and our school improvement committee. Parents and community members provide input into our school goals via our PTO as well as emails and 1:1 meetings.

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

Input was sought through student, parent, and staff surveys in the fall of 2015. Goals are in alignment with districtwide initiatives and the professional development plan is geared towards the needs of our staff members. Staff members had the opportunity to define their professional development needs and action plan. The school improvement committee then took the needs and action plan and developed a workable timeline. Staff members provide input through collaboration time, shared documents (Google Docs) and our school improvement committee. Parents and community members provide input into our school goals via our PTO as well as emails and 1:1 meetings.

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 staff members receive a copy of the school improvement plan annually thru sharepoint. They are aware of the contents of the document through the data analysis we do as a staff, the development of the action plan, and through the development of the professional development plan. Data meetings are held with grade level teams and the principal on a regular schedule and grade specific data is reviewed at that time to monitor student progress and make adjustments to programming or instruction. A regular review of the plan is conducted with both staff and the PTO.

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) •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.	•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 •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

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

When analyzing Avilla's strengths and weaknesses within Standard 1, we feel that a strength of ours is that we, as a staff, reach out to our parents and stakeholders quite frequently. We offer many opportunities to try and gain participation from parents and stakeholders. We do feel that we need to try a figure out a way to actually engage more parental involvement on a regular basis. Another strength that we focus on is being student centered.   We focus on the motto that all students can achieve anything they want with hard work. We instruct students at the level they are at and move them forward despite what grade they are in. We use data to instruct students and move them forward. Our entire staff is committed to every child/family to help them become better people, not only in the classroom but in life as well. As a staff we reflect on what we have done in the past and what we need to do next to improve learning. When reflecting on district changes that we have made here at Avilla to improve learning, we feel that sometimes there has been too many improvements put on our plate at once. Along with this, we feel that there have been too many professional development focuses initiated at once. It is hard to decide what to focus on and how to balance all the new changes in order to get better and show growth.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data	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.	•School improvement plan developed by the school •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 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 communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses	Level 3

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

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

When analyzing Avilla's strengths and weaknesses within Standard 2, we feel that we have a vision of shared accountability. We strive to place focus on watching all of OUR students grow through use of data. We take the time as a staff to collaborate and place children at their level for instruction no matter what grade they are in. During our University Time students are placed cross grade level in order to meet their needs.

One area that we would like to develop is a system wide process and or practice in regards to common assessments (including pre-testing, and post-testing on a 6 week cycle).

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Posted learning objectives •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Standards-based report cards •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 •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results	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 monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers 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 •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.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Survey results	Level 2

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 •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.

When analyzing Avilla's strengths and weaknesses within Standard 3, we feel that we maintain a strong focus on making sure that we meet the diverse needs of all learners at all levels. Our HA/GT cluster groups allow us to challenge our students who excel academically. Our staff consistently set high expectations and make learning objectives clear to their students by posting them in the classrooms and lessons. We collect students learning data consistently, so that we can reflect upon and adjust our instruction accordingly. Example Assessments: (Benchmarking: F & P, IRI, A-Z, RAZ Kids) (M-class, Acuity, NWEA) (Study Island) (Everyday Math Unit Tests) We also work closely with our colleagues to collaborate and create meaningful lesson plans that follow our school district's curriculum plan. Our teachers work to create engaging lessons through the use of technology and by creating a strong rapport with each individual student. They use a variety of instructional strategies to meet each student's diverse needs to help them experience success. We also have a Response To Intervention (RTI) process in place. Our RTI team meets every Wednesday after school to focus on students who are at risk and need interventions put into place through a formal process. Our teachers are eager to become engaged in Professional Development opportunities that will support their ability ensure student achievement success. Our system and school leaders do evaluate and observe our instructional practices as educators, however, we could do better at consistently including them in our daily instructional practices. For example we could invite them into the classroom more often and involve them with our lessons on a more consistent basis to ensure student success. Avilla staff does a great job at working together collectively to ensure students success on a daily basis. Through our Monday morning collaborations, weekly grade level collaborations, and before and after school meetings, we strive to support each other's teaching instruction so that OUR students can have an enriched learning experience. Our teachers consistently plan and implement meaningful instruction. Through planning with Planbook, google slides, etc. Our teacher create effective lessons and adjust them accordingly as they check for understanding and assess learning in a variety of ways (kahoots, exit slips, etc.). They also keep track of the standards they have taught to ensure they are effectively meeting them all. Exemplars could be used more consistently however to guide students to better understand expectations. We could build on our ability to set and consistently monitor our systems teaching values and beliefs through a stronger mentor program and individuals who can coach and support teachers on a daily basis. We engage our families in a variety of meaningful ways to ensure their child's success in school on a daily basis. We have engaged our families in once a monthly Panther University nights where families can be engaged in educational activities together. We also use our technology to blog, email, call and keep in close contact with our parents to support their child's learning progress. Some Examples include: Seesaw, Class Blogs, Canvas, Remind, etc. Also, Standard Based Report Cards and

Progress Reports are sent home every 6 weeks so that parents can see how their child's learning is progressing. We do have students who have reading buddies and resources officers that keep in close contact with them to ensure success in the classroom. We could become stronger at this indicator by creating a program where each individual child has an adult outside of their daily classroom teacher that is an advocate in ensuring their success. We have curriculum that builds on each other throughout the grades based on standards and Report Cards that are consistent in K-2, 3-6, middle school, and high school. Our grading system could be more cohesive and consistent across the board to make sure that the student's knowledge and skills are efficient. Our school staff builds on their professional learning by attending our yearly Knight Time Technology Conference, All Write Conference, various Region 8 PD opportunities, and more. We also attend our District PD monthly and our take advantage of our online PD opportunities. With that said we could be more consistent across the board with rigor and consistency of the PD. A process could be set in place where individuals attend PD based on individual needs. Avilla School has many opportunities to support the unique needs of OUR students. We have a HA/GT Program, Occupational Therapy, Physical Therapy, Speech Services, and a Life Skills class that can support our students in reaching their individual success. Our students are consistently tested and retested to ensure they are receiving the services needed to support success for each student identified.

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: 3.0

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 •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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •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 adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •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 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.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 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 is modern, fully functional, and 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 continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use	Level 4

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.	•Student assessment system for identifying student needs •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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

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

When analyzing Avilla's strengths and weaknesses within Standard 4, we feel that we have a very strong technical infrastructure. The resources and support we have in regards to technology is state of the art.   Another strength would be fiscal management and the use of resources within our building. We use alternative methods to obtain supplies, and had a surplus of funds in excess of $8,000. Here at Avilla we have a schedule and a calendar that allows us to have considerable instructional time and collaboration time.

A weakness under Standard 4, although it isn't a current concern at Avilla, would be the issue of staffing, and attracting exceptional staff who wants to continue to teacher for East Noble. There is no systematic process in place for new hires and we had a significant turn over in the past few years and lower pay scales.

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: 2.6

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	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results	Level 2

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.	•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 •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.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the 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.

When analyzing Avilla's strengths and weaknesses within Standard 5, we feel that we use and implement assessments on a regular basis. The assessments that we use currently are district wide, which we use, but we are not in charge of evaluating the programs we use. WE also have a range of data sources that we track and document on a regular basis to guide our instruction. We have a process in place that supports struggling learners with interventions. We, as a staff, feel that we are kept abreast about current goals, issues, and information within our school. However, not all staff members know what past school improvements goals are. Another area of concern, is the lack of professional development for our support staff, specifically when it comes to using data.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.6

Sections
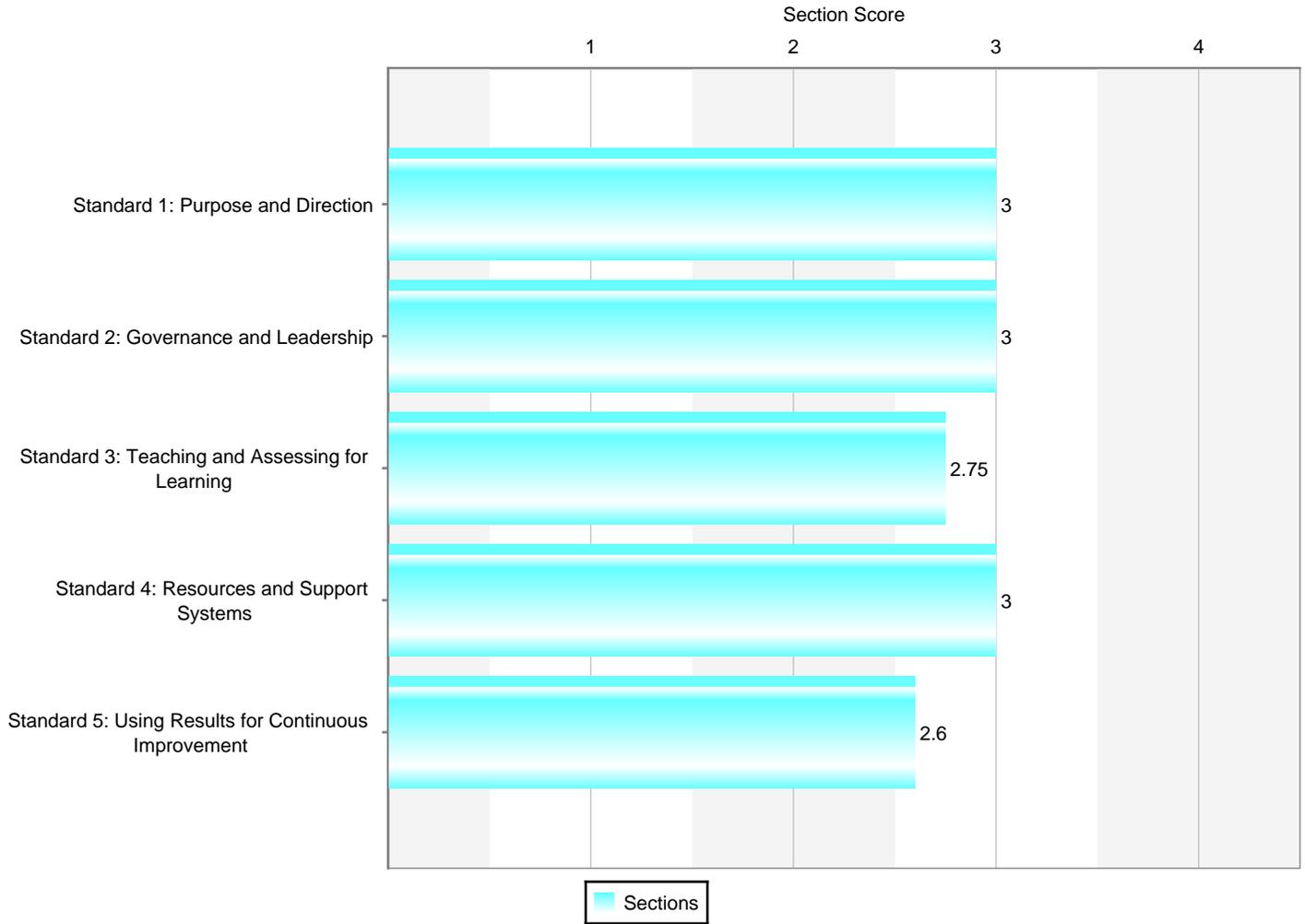
Student Performance Diagnostic

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?	No	Done on line	

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?

.Data continues to point to achievement progress over the last four years. A review indicates overall

ISTEP good overall growth in the total percentage of students passing. A five year snapshot indicates the following:

All Grades passing both:

2009-10-68.7

2013-14-78.5

Gain--9.8%

All Grades passing LA

2009-10-71.8

2013-14-85.00

Gain---13.2%

All Grades passing Math

2009-10-78.1

2013-14-84.7

Gain--- 6.6%

All Grades passing both-SES

2009-10-52.9

2013-14-71.1

Gain---18.3%

All students in grades K-2 participated in three administrations of mclass assessments, as per the windows set forth by the Indiana Department of Education. Each assessment allowed for data analysis and progress monitoring; especially for those who are not at expected levels of performance. Teachers at Avilla Elementary School are in the second year of using this assessment. Our four year participation allows for a solid understanding of the process. Students in grades 3-6 took three predictive on-line administrations of Acuity. A formative criterion based assessment, yielded data as to timely skill acquisition for students in grades 3-6. This assessment paralleled the on line ISTEP assessment and simulated the spring on line administration. Under the state assessment rankings of schools, this earned our school a grade of "A." Review of returned data indicates a sharp focus on individual student growth proved successful. Overall Language Arts Math scores are in the upper 80's as measure by ISTEP. While these are pleasing, the scores can be improved. The Avilla staff is striving to meet criteria to insure that Avilla Elementary School continues to excel and meet the needs of all Avilla students.

IREAD good overall growth in the total percentage of students passing. A three year snapshot indicates the following:

2011-2012- 90.6% passing

2013-2014- 94% passing

Gain---3.4%

The East Noble School Corporation, as well as Avilla Elementary School, recognize and realize that the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. The technology plan outlines the vision for the next three years. In January, 2011 the East Noble School Corporation School Board voted to go ahead with an initiative to provide a technology device to each student to align with the mission to maximize potential in all learners. Each student in grade 5 and 6 was issued a laptop which travels back and forth from home to school. Students in grades K-4 are assigned an ipad (these currently go home every

evening.) Students enjoy enriched life skills and employability after high school with educational applications of technology. Educational applications under the guidance of trained teachers and parents will enable East Noble students to excel the 21st Century to participate in a global discussion to solve problems. Every generation experiences challenges; the goal for East Noble is to equip students with critical thinking skills and confidence to respectfully discuss and argue differences. By learning research skills with this technology, students can experience how to lay ground work for new ways to solve problems in a global community. For the fifth year in a row, all students in grades 5 and 6 participated in the on-line administration of the ISTEP. Students in 3-4 used IPADS as a testing medium. Students in grades 3-6 utilized Acuity as a predictor of success along with the instructional resources. K-2 students were administered mclass assessments with the use of teacher ipads.

We are a one-to one technology school. Kindergartners through 4th grade all have iPads and grades 5-6 have laptops. Laptops are taken home every night since the inception of one to one. All technology is sent home for daily and also used for e-learning days. Starting this year Ipads will be sent home daily with all K-4 students. East NobleSchool Corporation received the following honors: 2014 Future Ready Schools and 2015 League of Innovative Schools.

We are part of the No Excuses Model and believe that every child deserves the opportunity to be educated in a way that prepares them for college. We exhibit a culture of universal achievement by believing in students, and collaborate around that belief. During collaboration, we align standards as a team. As we align standards, we assess the standards and manage the data. Then we pursue meaningful interventions with our students. We have a weekly built -in collaboration every Monday morning with is used for entire staff collaboration or grade level collaboration as needed. We also have a master schedule which allows every grade level built in collaboration time every day together.

In May of 2015 we received a visit from Glenda Ritz, Indiana Superintendent of Public Instruction. We were able to give her a tour of our school and show her how proud we are of our students and staff!

Curriculum:

The East Noble District curriculum is constantly under review as the needs of the students change. It is heavily based upon state standards, as well as a shift to the new common core standards. Curriculum maps and pacing guides were updated last year to insure proper alignment to instruction and student needs. There is fidelity across the curriculum throughout the entire district. We also have various universal assessments such as NWEA and Reading A to Z.

A copy of the curriculum can be found in the office of Avilla Elementary School, as well as the office of the Superintendent (126 W. Rush Street, Kendallville, IN 46755).

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

Data continues to point to achievement progress over the last four years. A review indicates overall

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Which area(s) indicate the overall highest performance?

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

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Gain--9.8%

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Gain--- 6.6%

All Grades passing both-SES

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Gain---18.3%

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Curriculum:

The East Noble District curriculum is constantly under review as the needs of the students change. It is heavily based upon state standards, as well as a shift to the new common core standards. Curriculum maps and pacing guides were updated last year to insure proper alignment to instruction and student needs. There is fidelity across the curriculum throughout the entire district. We also have various universal assessments such as NWEA and Reading A to Z.

A copy of the curriculum can be found in the office of Avilla Elementary School, as well as the office of the Superintendent (126 W. Rush Street, Kendallville, IN 46755).

Between which subgroups is the achievement gap closing?

Data continues to point to achievement progress over the last four years. A review indicates overall

ISTEP good overall growth in the total percentage of students passing. A five year snapshot indicates the following:

All Grades passing both:

2009-10-68.7

2013-14-78.5

Gain--9.8%

All Grades passing LA

2009-10-71.8

2013-14-85.00

Gain---13.2%

All Grades passing Math

2009-10-78.1

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Gain--- 6.6%

All Grades passing both-SES

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

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Areas in Need of Improvement

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

The ELA area is below the expected level of performance given the focus and degree of Professional Development completed to date.

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

We are pleased that at this time there are no negative trends to be found

Which area(s) indicate the overall lowest performance?

The inconsistent scores found in grade 4;something that is parallel to District results as well.

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

Our Spec Ed population is closing the gap as measured by IMAST

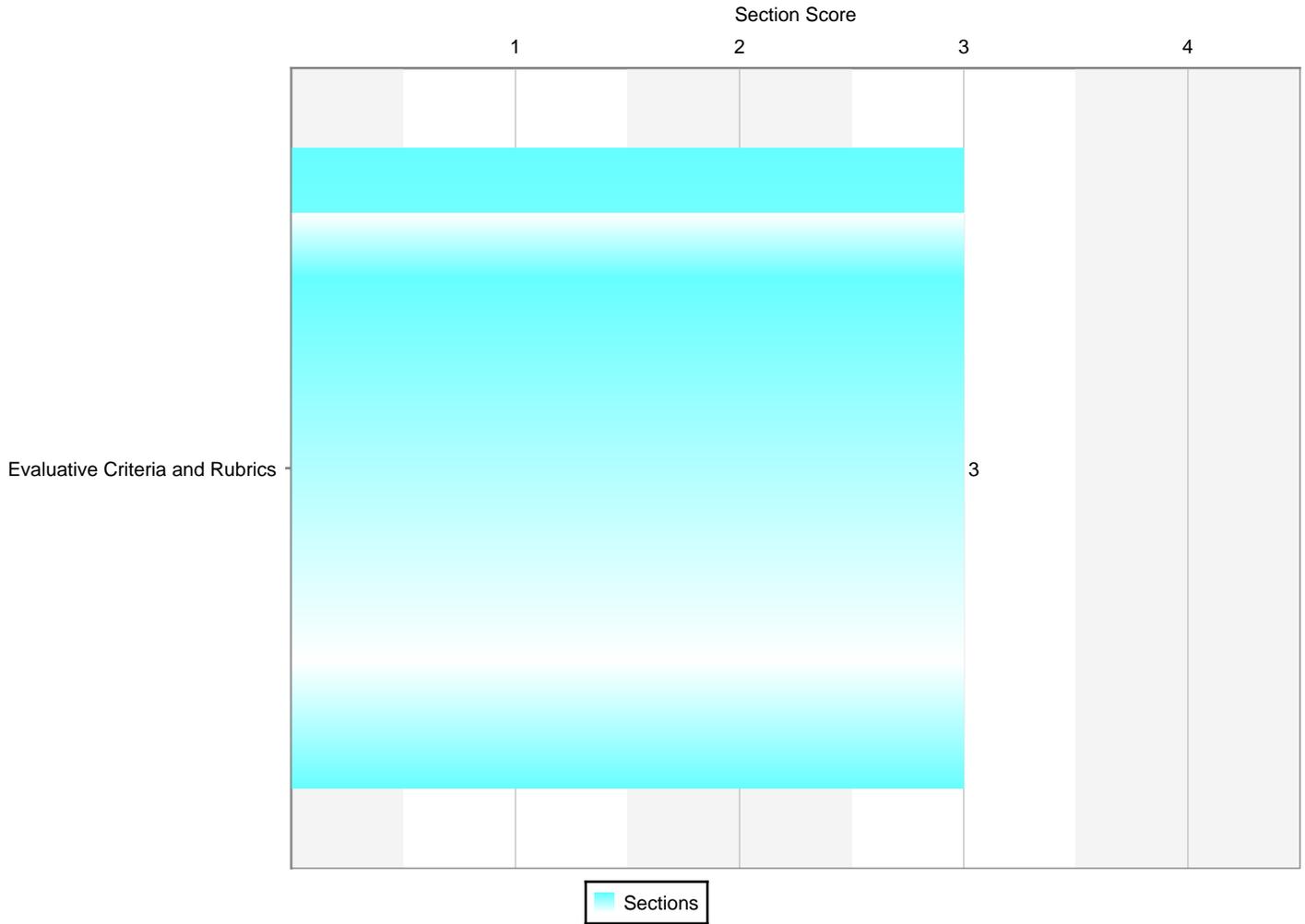**Between which subgroups is the achievement gap becoming greater?**

We are pleased that at this time no achievement is growing

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

Mclass, Fountas and Pinnell bench marking as well as Acuity indicate similar findiings.

Report Summary

Scores By Section

Section Score

SIP Plan 2016-17

Overview

Plan Name

SIP Plan 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve student achievement and academic growth in the area of Language Arts with a focus on comprehension of informational text.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Continue growth for all students in the area of Math with a focus on problem solving skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Improve student achievement and academic growth in the area of Language Arts with a focus on comprehension of informational text.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth as measured by formative and summative measures. in English Language Arts by 05/12/2017 as measured by Individual growth of each student using a growth model assessment..

Strategy 1:

University Time - Students will be selected for small gfroup instruction on a three week cycle to focus on intense4 skill enhancement.

Research Cited: Florida Center for Reading

Evidence of success: Three week measures during learning meetings.

Activity - Small group and 1`:1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a 45 minute block of time students receive small group instruction.	Academic Support Program, Direct Instruction	02/25/2016	05/12/2017	$0	Other	Teachers, Instructional Assistants, Administration

Goal 2: Continue growth for all students in the area of Math with a focus on problem solving skills.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth show growth as measured by summative assessments in Mathematics by 05/19/2017 as measured by Growth scale or measurement as prescribed by summative assessments.

Strategy 1:

Progress Monitoring - Use of short cycle assessments will be used to address skill sets

Research Cited: Council of Math Tachers

Evidence of success: Growth on summative assessments

Activity - University Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily intervention time for all students	Academic Support Program, Direct Instruction, Field Trip	02/25/2016	05/12/2017	$0	No Funding Required	Teachers, Instructional Assistants

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
University Time	Daily intervention time for all students	Academic Support Program, Direct Instruction, Field Trip	02/25/2016	05/12/2017	$0	Teachers, Instructional Assistants
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group and 1`:1	During a 45 minute block of time students receive small group instruction.	Academic Support Program, Direct Instruction	02/25/2016	05/12/2017	$0	Teachers, Instructional Assistants, Administration
				Total	$0	

Conclusion

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