Indiana School Improvement Plan

Dwight D. Eisenhower Elementary School
Crown Point Community School Corp

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Introduction

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

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

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

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

Dwight D. Eisenhower Elementary School opened on February 1, 1971 as part of the Crown Point Community School Corporation (Crown Point, Indiana). The school is one of seven elementary schools, feeding into one of the two sixth through eighth grade middle schools, and a single ninth through twelfth grade high school. Eisenhower began as a K - six grade building, but was reconfigured in the 2007 school year to house students in grades K - five, and again in 2009 to accommodate four Early Childhood Disabilities (ECD) classes. Due to K-5 student population growth, in the 2015-2016 school year, these classes were relocated to the newly built Crown Point Learning Center. The Crown Point Community School Corporation is located in Northwest Indiana (Lake County) and is primarily a middle-class, suburban community, approximately 50 miles from the urban and cultural amenities of the city of Chicago, Illinois. The district encompasses Center and Winfield Townships, having a combined population of 41,810 (2010 census data). Total school enrollment is currently 563 K-5 students and 61 ECD students for a total of 624 students.

Student and teacher demographics include the following. Currently, there are thirty two full time licensed teachers including music, physical education, art, and special education teachers. The average range of experience for Eisenhower School teachers is fourteen years. Student ethnic makeup is 81% Caucasian, 10% Hispanic, 3% Multiracial, 3% Asian, 1% American Indian, and 2% African American. The student mobility rate is currently 8%. The free and reduced lunch percentage is approximately 12%. The retention rate for the 2014-2015 school year was 0.2%. The total percentage of identified special needs students is 8%, with 4% of that group only receiving Speech and Language services. Approximately 5.8% of our students are identified as ESL students. In addition, 37% of Eisenhower School's fourth and fifth graders are identified as high ability students.
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.

It is our collective belief at Dwight D. Eisenhower Elementary School, that working together creates a community for quality education. Our shared vision for Eisenhower Elementary School is to develop learners who are confident, competent, caring, and contributing members of society. Our mission statement flows from these tenants in that the team at Dwight D. Eisenhower Elementary School will prepare each student to be a productive, tolerant, and respectful citizen by fostering development of his/her: knowledge base; problem solving strategies; critical thinking skills; decision making processes; technological awareness; and communication skills within our safe and caring environment. As a cohesive learning community the entire team believes that all students can learn; that students are our number one priority; that vision initiates change; in the worth of educators as recognized professionals; that personal and professional growth enhances student learning; that learning is a life-long process; that a student's education is the shared responsibility of the home, school, and community; that a safe and healthy environment is conducive to learning; a literate public is vital to a democratic society; and that technology is a vital tool for teaching, learning, communicating, and problem-solving.

Our school is laser focused on meeting the academic and social needs, whatever they may be, for each and every student in our care. We believe in differentiated instruction with a strong focus on inquiry based teaching using research based strategies and interventions. Our Response to Instruction (RtI) interventionists work with Tier 2 and Tier 3 students to provide additional supports for both below and above benchmark learners. Additionally, our PBIS (Positive Behaviors Intervention Supports) program helps to maintain school safety and appropriate social behaviors among all students.
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.

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 Eisenhower School team holds a firm commitment to educating the whole child. Our specials classes of music, art, and physical educational share a seamless connection to the general curriculum and enhance the core subject areas. We have many extracurricular activities geared at enhancing the unique talents of each student. These include, choir, bell choir, math, spelling, and science academic teams, science club, foreign languages, chess scholars, Young Rembrandts, scouts, book clubs, STEM club, Crazy 8's Math, school newspaper, Girls on the Run, National Elementary Honor Society, and Student Council. Our choir received a unique invitation to perform at the Indiana Music Educators Professional Development Conference in Fort Wayne. The Eisenhower Choir was selected by blind audition from hundreds of applications throughout the state. We were the only children's choice featured. Additionally, our academic teams consistently achieve a Top Ten rating in the State. Our Spell Bowl Team currently ranks third in the State.
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

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

N/A

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

N/A

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

N/A
Self Assessment
Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.
Standard 1: Purpose and Direction

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

Overall Rating: 4.0

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| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success. | • Survey results  
• Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)  
• Communication plan to stakeholders regarding the school's purpose  
• Minutes from meetings related to development of the school's purpose  
• Documentation or description of the process for creating the school's purpose including the role of stakeholders  
• Purpose statements - past and present  
• Eisenhower Elementary maintains comprehensive data documents with fidelity to be able to successfully track every student's performance and growth. This is in direct alignment with our school's goals, mission, vision, and beliefs. | Level 4 |
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<td>1.2</td>
<td>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.</td>
<td>Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.</td>
<td>• 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 • The Eisenhower Team consistently strives to work together in an atmosphere of professional collaboration via our weekly Staff Development Wednesdays, common planning times, and before, during, and after school discussions. Our annual professional growth as a team is documented in our professional development binder maintained by the principal.</td>
<td>Level 4</td>
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<td>1.3</td>
<td>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</td>
<td>School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.</td>
<td>• Survey results • The school data profile • Agenda, minutes from continuous improvement planning meetings • Communication plan and artifacts that show two-way communication to staff and stakeholders • The school continuous improvement plan • Eisenhower Elementary strives to maintain, thoroughly review and revise, and enact our School Improvement Plan in all areas of instruction. Working collaboratively as a team we are never satisfied with our students’ performance and progress.</td>
<td>Level 4</td>
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Dwight D. Eisenhower Elementary School's singular laser focus is one of successfully meeting the needs of each learner in our school. As a team we have created a School Improvement Plan by which we continuously analyze our incoming data and, as a result of that analysis, review and revise our goals in order to sustain the highly successful learning environment we have collectively created. For the past five years, we have risen higher than the 90th percentile whole school passing rate on ISTEP+. For the past three years, we have risen higher than the 95th percentile for the all school passing rate, our latest 2013 data being 98.1% for all students tested in all subjects. (Specifically, Language Arts 99.6% and Math 98.4%) Our whole school achievement of rising past the 95th percentile passing rate resulted in our being awarded National Blue Ribbon School status in November, 2011. Our current focus is to continue to sustain high performance levels for each individual student as we transition to new college and career readiness standards, and test question design and delivery using the 2015 scores as our new baseline.
Standard 2: Governance and Leadership

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

Overall Rating: 4.0

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| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management. | • Student handbooks  
• Governing body policies, procedures, and practices  
• Staff handbooks  
• Communications to stakeholder about policy revisions  
• School handbooks  
• All Crown Point elementary schools work together to create a student handbook that directly supports our school's mission and purpose. Additionally, at Eisenhower Elementary a comprehensive teacher and staff handbook clearly delineates our mission and purpose. | Level 4 |
The governing body operates responsibly and functions effectively.

The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

- 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
- Historical compliance data
- Governing body policies on roles and responsibilities, conflict of interest
- Governing code of ethics
- Central Office administration consistently directs the appropriate completion of all local, state, and national forms and necessary staff tutorials.

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<td>2.2</td>
<td>The governing body operates responsibly and functions effectively.</td>
<td>The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.</td>
<td>• 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 • Historical compliance data • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics • Central Office administration consistently directs the appropriate completion of all local, state, and national forms and necessary staff tutorials.</td>
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### 2.3 Indicator

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.

**Response**

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

**Evidence**

- 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
- The governing body completely supports the autonomy of our individual school improvement plan while at the same time, assuring curricular cohesiveness between schools within our district.

**Rating**

Level 4

### 2.4 Indicator

Leadership and staff foster a culture consistent with the school's purpose and direction.

**Response**

Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

**Evidence**

- 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
- Our Professional Development Wednesdays binder, housed in the principal's office, provides weekly evidence of ongoing collaboration, shared innovation, professional development, and data review.

**Rating**

Level 4
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| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership. | • Minutes from meetings with stakeholders  
• Copies of surveys or screen shots from online surveys  
• Survey responses  
• Involvement of stakeholders in a school improvement plan  
• Communication plan  
• The team at Eisenhower routinely solicits feedback from all facets of our school community. Our School Improvement Committee, which includes teachers, parents, and community partners formulates, reviews, and guides our vision, mission, and beliefs. Parent, staff, and student input via surveys and PTO discussion forums provide opportunities for positive engagement between school and community and serves to build a strong spirit of belonging within our school family. | Level 4 |
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<td>2.6</td>
<td>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</td>
<td>The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.</td>
<td>• Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation • Governing body policy on supervision and evaluation • Supervision and evaluation documents with criteria for improving professional practice and student success noted • Job specific criteria • Representative supervision and evaluation reports • The Eisenhower team’s primary focus has been, is, and will always be one of improving professional practice to consistently improve student success. Our Marzano iObservation model, which maintains a primary focus centered on teacher growth in instructional practice, is being consistently implemented and monitored to ensure fidelity across the data of our teacher evaluation process.</td>
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The collective philosophy of the principal, teachers, staff, students, parents and school community of Eisenhower Elementary School is a team-based approach in all facets of the educational process. We agree that no one group or person can work in isolation if we are to be academically successful. Our vision, beliefs, and academic focus must be shared and accepted by all parties to ensure our collective success. Communication is a key facet of successfully cultivating our philosophy. To achieve a constant flow of information to our stakeholders a variety of methods are used. These include: Weekly Newsletter/Menu, weekly parent email, school brochure (online access) school website, teacher, staff, parent, and student surveys, PTO meetings, student summer postcards, parents letters, parent workshops, social media school page, School Messenger phone and email blasts, parent/teacher conferences, school handbook, and teacher handbook and school calendar magnet. In a parallel relationship with our school, the Crown Point Community School Corporation communicates as a collective voice for all our schools via a comprehensive web page with all pertinent school and school board information attached.
## 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:** 4.0

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| 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  
• Learning expectations for different courses  
• Posted learning objectives  
• Representative samples of student work across courses  
• Enrollment patterns for various courses  
• Course descriptions  
• Descriptions of instructional techniques  
• The curriculum can be located in the BUZZ Learning Management System, text books, learning goals and scales, Indiana academic standards, and the Department of Education website standards. | Level 4 |
| 3.2       | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | • Common assessments  
• Surveys results  
• Products – scope and sequence, curriculum maps  
• Lesson plans aligned to the curriculum  
• A variety of assessments at each grade level provide our team with more than sufficient data to allow us to systematically monitor and adjust our curriculum to meet individual student needs. Our Director of Curriculum and instruction has provided us with clear guidelines to ensure vertical and horizontal alignment and continuous improvement of each student within our school and corporation. | Level 4 |
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| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | • Teacher evaluation criteria  
• Agenda items addressing these strategies  
• Professional development focused on these strategies  
• Authentic assessments  
• Examples of teacher use of technology as an instructional resource  
• Examples of student use of technology as a learning tool  
• Student work demonstrating the application of knowledge  
• Findings from supervisor walk-thrus and observations  
• Surveys results  
• Interdisciplinary projects  
• Teachers are consistent and deliberate in allowing their students to better engage in their instructional growth by tracking his/her individual progress and setting personal goals on a daily basis. BUZZ, the 2015-2016 addition to our ELA curriculum, also allows for electronic student tracking. Additional instructional strategies include the 6 Traits of Writing; Marzano’s instructional strategies; Math and Reading groupings. | Level 4 |
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| 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  
•Recognition of teachers with regard to these practices  
•Examples of improvements to instructional practices resulting from the evaluation process  
•Administrative classroom observation protocols and logs  
•Large amounts of time and reflection are spent between teachers and principal regarding the evaluation, improvement, and recognition of instructional best practices. Observation by Dr. Robert Marzano, has provided an effective template and related materials to guide this process and effectively collect observation data. | Level 4 |
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| 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. | • Examples of cross curricular projects, interdisciplinary instruction, and classroom action research projects  
• Common language, protocols and reporting tools  
• Agendas and minutes of collaborative learning committees  
• Calendar/schedule of learning community meetings  
• Survey results  
• Peer coaching guidelines and procedures  
• Examples of improvements to content and instructional practice resulting from collaboration  
• Teacher collaboration is a keynote of our instructional practice. Common planning times, our Staff Development Wednesdays professional development sessions and grade level meetings, and informal discussions throughout the day are evidence of our consistently professional learning community. This collaboration is evidenced by all of our incoming data. | Level 4 |
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| 3.6       | Teachers implement the school’s instructional process in support of student learning. | All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning. | • Examples of learning expectations and standards of performance  
• Survey results  
• Examples of assessments that prompted modification in instruction  
• Samples of exemplars used to guide and inform student learning  
• All teachers have developed mechanisms to systematically track student process. Anchor papers and student work samples are consistently used to guide student instruction and learning. Utilizing multiple measures, programs such as the Acuity predictive assessments can be aligned to Odyssey Math for immediate student feedback and curriculum revision. | Level 4 |
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| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. | • Records of meetings and walk thrus/feedback sessions  
• Survey results  
• Professional learning calendar with activities for instructional support of new staff  
• Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning  
• Personnel manuals with information related to new hires including mentoring, coaching, and induction practices  
• Crown Point Community School Corporation has developed an exemplary new teacher induction program which integrates central office and building level administrators in the process of mentoring education candidates. The principal's Eisenhower Teacher Handbook (evergreen and online!) also serves as a comprehensive guide for all integral pieces of the education process within our school and corporation. | Level 4 |
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</table>
| 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  
• A key focus of our school’s philosophy is creating and maintaining consistent, authentic parent involvement and feedback. We strive to build parent involvement in meaningful ways. All teachers encourage and expect parental participation in grade level curricular programs to ensure a strong parent knowledge base. 100% of our parents attended a Parent/Teacher Conference during the past two school years. | Level 4 |
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| 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  
• The philosophy of Eisenhower is one of a shared mission to meet each child's academic, social, and emotional needs. Every teacher makes it his/her personal mission to be that special adult advocate for every child in their class. Additional support comes from specials teachers, principal, paraprofessionals, cafeteria and custodial staff, and specific helps from our very effective and proactive PBIS interventionist. | Level 4  

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| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated. | • Evaluation process for grading and reporting practices  
• 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  
• Our school's grading scale and reporting system is consistently used across all grade levels and subject areas. All stakeholders are informed of our grading and reporting systems at the time of registration into our school. Our Director of Curriculum deliberately schedules inservice time for grading policies and processes to be regularly evaluated by teachers and building leaders. | Level 4 |
### Indiana School Improvement Plan
Dwight D. Eisenhower Elementary School

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<tr>
<td>3.11</td>
<td>All staff members participate in a continuous program of professional learning.</td>
<td>All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>• Results of evaluation of professional learning program. • Evaluation tools for professional learning • Survey results • Brief explanation of alignment between professional learning and identified needs • Crosswalk between professional learning and school purpose and direction • Our Wednesday professional development sessions and topics are based on the assessment needs of the teachers, students, and school as a whole. These informative sessions, attended by the entire teaching team, allow us to function as a singular unit consistently focused on our school improvement goals. Our school data supports the measurable capacity which result from these sessions. Topics include: Marzano Instructional Techniques, CP 2.0, School Safety, Data Analysis, PBIS, Literacy Instruction.</td>
<td>Level 4</td>
</tr>
</tbody>
</table>
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.

Our school corporation's Director of Curriculum is the guiding force for all curricular and assessment direction and decisions. This position provides our school, and all the schools in Crown Point, with a curricular leader and resource which allow for consistency, collaboration, and vertical and horizontal articulation across schools, grades, and subject specialties. Our curricular leader guides us through data analysis, professional development, and the teacher evaluation process. Additionally, professional development "Late Start Wednesdays" have been designed by the school corporation to provide time each week for team collaboration and professional development. Eisenhower Elementary has utilized these sessions to analyze our data, revise our school improvement plan, collaborate both at grade level and at cross grade levels, present and discuss professional development topics such as AdvancED, interventions, Marzano's iObservation teacher evaluation instrument, CP 2.0 (blended learning), school safety, PBIS topics, assessments, and best practices, as well as have the time and ability to directly conference and collaborate with parents. Annual binders of weekly LSW agendas, handouts, and materials are housed in the principal's office as well as in a digital file emailed to teachers and the Director of Curriculum.

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| 3.12      | The school provides and coordinates learning support services to meet the unique learning needs of students. | School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students. | • 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  
• The individual learning needs of our students remains our core focus. Beyond the differentiated instruction is the additional support system of our Response to Instruction (RtI) program, English Language Learners (ELL) program, High Ability, and Exceptional Learners programs. All of these programs use systematic assessment methods to determine baseline benchmarks as well as track student growth. All teachers and paraprofessionals stay current on the research related to exceptional learners. | Level 4 |
**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:** 4.0

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<thead>
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</table>
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school. | •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  
•As a school leader in CPCSC, the principal of Eisenhower School has been trained in an exemplary teacher selection process. The candidate hiring process is well defined, and features the many fail safes. This training is not limited to certified candidates, but also applies to support staff, particularly RtI interventionists and paraprofessionals. All budget dollars received are used efficiently and effectively to ensure individual student growth and progress within an innovative environment. | Level 4 |
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<tr>
<td>4.2</td>
<td>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</td>
<td>Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.</td>
<td>• Examples of efforts of school leaders to secure necessary material and fiscal resources • Survey results • School schedule • Alignment of budget with school purpose and direction • School calendar • Our team's goal, led and enabled by the principal, is a fierce support of all the quality academic time we can achieve EVERY day of school. Materials to support this quality instruction includes: Junior Great Books, Accelerated Math, Accelerated Reading, STAR Assessment Programs, Software programs and interventions such as Raz Kids, Reading A-Z, Dreambox, and Leveled Literacy.</td>
<td>Level 4</td>
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| 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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly. | • 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  
• The Eisenhower team truly values and is a consistent responsible steward for the beautiful educational facility afforded to us by the taxpayers of Crown Point. Our custodial staff, under the leadership of our head custodian, consistently maintains high standards of cleanliness and innovatively thinks outside the box to make cleaning schedules and storage areas ever more efficient. A special entrance was designed to lock down all academic areas to effectively support our on-task educational focus. | Level 4 |
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| 4.4       | Students and school personnel use a range of media and information resources to support the school's educational programs. | All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | • Budget related to media and information resource acquisition  
• 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  
• Crown Point Community School Corporation has a long history of taking a leading role in advancing technology and media for both its staff and students. From our elementary classroom reading libraries, to our fully equipped media center and exemplary media specialist, to the web-based, research-based software programs such as Renaissance Learning, Dreambox, and Odyssey Math, we ensure that all students have access to an exceptional collection. | Level 4 |


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| 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  
• A technology-based curricular focus is in place in CPCSC. As quickly as technology is changing worldwide, our corporation is focused on developing cutting edge policies in which technology will take the lead role in curricular delivery. Specifically at Eisenhower School we ensure that our technology meets our teaching and learning needs with the assistance of our capital projects funding, PTO monies, and grant opportunities. In 2015-16, each student in grades K-5 were allotted a Chromebook. | Level 4 |
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| 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 clearly defined 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. | •Student assessment system for identifying student needs  
•Agreements with school community agencies for student-family support  
•Survey results  
•Schedule of family services, e.g., parent classes, survival skills  
•Social classes and services, e.g., bullying, character education  
•List of support services available to students  
•The philosophy of Eisenhower is one of a shared mission to meet each child's academic, social, and emotional needs. Every teacher makes it his/her personal mission to be that special adult advocate for every child in their class. Additional support comes from specials teachers, principal, paraprofessionals, cafeteria and custodial staff, and specific helps from our very effective and proactive PBIS interventionist. | Level 4 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

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

Crown Point Community School Corporation is one of the lowest funded corporations in the state of Indiana. That being said, the resources that we do have are utilized so economically and wisely that as a whole corporation we are enabled to perform as one of the highest school corporation in the state of Indiana. Eisenhower Elementary is blessed with an exemplary teaching team and supportive families who all work together to ensure the financial support necessary to ensure our students and teachers do have the extra, best practice technology, software, materials and supplies we wish to expose our students to. Our newest support program, a PBIS interventionist paraprofessional, has become an exceptionally effective means of proactively guiding positive student behavior and school climate. It is our school's sincere hope that this successful program becomes a permanent budget line item position to ensure both its continuation as well as the consistency of the personnel providing such excellent services and programs for our students and teachers.

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| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. | • List of services available related to counseling, assessment, referral, educational, and career planning  
• Survey results  
• Budget for counseling, assessment, referral, educational and career planning  
• Description of IEP process  
• Description of referral process  
• The elementary school portion of this standard centers upon the educational referral process for exceptional learners. Valid and reliable measures of assessment and program effectiveness are consistently in place and the data gleaned helps to guide our educational placements and program decisions. In addition our social worker and PBIS intervention play integral roles in assisting teachers and students with visual and social supports as well as functional behavior plans. | Level 4 |
## Standard 5: Using Results for Continuous Improvement

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

**Overall Rating:** 3.8

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| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | • Documentation or description of evaluation tools/protocols  
• Survey results  
• Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance  
• Evidence that assessments are reliable and bias free  
• Assessments for grade K,1,2, are mClass and STAR Early Literacy, and STAR Reading and STAR Math; Assessments for grades 3,4,5 are Acuity, STAR Reading and STAR Math, ISTEP+ State testing. Additionally, IREAD3 testing, a state proficiency test in reading, is required for all third grade students. | Level 4 |
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| 5.2       | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | •Survey results  
•Written protocols and procedures for data collection and analysis  
•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning  
•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning  
•Eisenhower School is fortunate to have a variety of data sources, both predictive and comprehensive, to enable our team to track individual student trend and growth data. Our team is well aware that as a seamless academic unit, we must use data every day to guide our instruction with every student. We are particularly pleased to have access to the Renaissance Learning Enterprise website which allows teachers and interventionists to routinely progress monitor and track benchmark trend lines. | Level 4 |

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| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous 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  
•Training materials specific to the evaluation, interpretation, and use of data | Level 3 |
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| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | • Student surveys  
• Agendas, minutes of meetings related to analysis of data  
• Description of process for analyzing data to determine verifiable improvement in student learning  
• Examples of use of results to evaluate continuous improvement action plans  
• Evidence of student readiness for the next level  
• Evidence of student growth  
• Evidence of student success at the next level  
• All of our prescribed assessments are designed to provide either verifiable readiness levels and/or verifiable improvement levels for each student. The Director of Curriculum and building principal provide the means, instruction, and time for teacher evaluation of their student data. These data results are systematically and consistently used to develop our curriculum, revise our School Improvement Plans, and thus, ultimately guide our instruction. | Level 4 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

All students at Eisenhower Elementary (PreK - 5) participate in continuous assessment programs coordinated by the Director of Curriculum. Individual student growth and achievement is the consistent focus, and students take benchmark assessments at the beginning of the year (BOY) middle of the year (MOY) and end of the year (EOY) to consistently monitor individual progress. Tests include ISTAR, mClass, Acuity, STAR Reading, STAR Math, and STAR Early Literacy. Additional state mandated tests are also administered in grades three through five and include ISTEP+ and IREAD3. All assessment data is routinely analyzed by the Director of Curriculum, principals, and teachers in order to effectively guide instruction for each student. Assessments also provide a more effective means of student placement in accelerated programs, intervention programs, and guided reading and math groupings. Tracking individual student progress in a variety of ways is
becoming an embedded keynote of each teacher's daily instructional techniques and is enabling our team to sustain the high performance levels of our school body as a whole. We will continue to consistently analyze all incoming data, and strive to improve each student's level of growth.
Report Summary

Scores By Section

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<th>Sections</th>
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<tr>
<td>Standard 1: Purpose and Direction</td>
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<tr>
<td>Standard 2: Governance and Leadership</td>
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<tr>
<td>Standard 3: Teaching and Assessing for Learning</td>
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<tr>
<td>Standard 4: Resources and Support Systems</td>
<td>4</td>
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<tr>
<td>Standard 5: Using Results for Continuous Improvement</td>
<td>3.8</td>
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Indiana School Improvement Plan
Dwight D. Eisenhower Elementary School

SY 2015-2016

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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

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<th>Comment</th>
<th>Attachment</th>
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<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td>Student data for Eisenhower Elementary School is attached below.</td>
<td>Student Data 2016</td>
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### Evaluative Criteria and Rubrics

Overall Rating: 4.0

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<td>1.  Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, “must accomplish,” instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
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<tr>
<td>2.  Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
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<td>3.  Quality of Learning</td>
<td>Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.</td>
<td>Level 4</td>
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<tr>
<td>4.  Equity of Learning</td>
<td>Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.</td>
<td>Level 4</td>
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Areas of Notable Achievement

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

Our overall school grade on the state report card is an "A" which indicated all school data is above expected levels. Specifically, Eisenhower School received a bonus point for the bottom 25% achieving high growth in the area of language arts. Our performance levels in English/Language Arts and Math are 93% and 88% respectively. These percentages represent the new baseline scores representative of the new Indiana College and Career Readiness Standards and more rigorous test construction. Eisenhower's scores continue to remain towards the top of our league schools and far above state averages.

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

Student growth overall is demonstrating a positive trend, frequently in dramatic ways. For example, Eisenhower School demonstrated high growth improvement for the bottom 25% of students at the rate of 11.9%. This occurred in partnership with a 10.1% drop in low growth overall in the area of English/Language Arts. In the area of Math, the bottom 25th of students improved their high growth by 11.2%. The number of students demonstrating low growth in the area of math dropped by an impressive 20.7%. In partnership with these two measures, the top 75% of students achieving high growth improved by a statistically significant 22.5%. Additionally, our PASS+ measures in both English/Language Arts and Math continue to demonstrate a positive trend in performance. Our PASS+ rates range from 28% to 48% per grade/subject.

Which area(s) indicate the overall highest performance?

Eisenhower School received a bonus point for the bottom 25% achieving high growth in the area of language arts. Our performance levels in English/Language Arts and Math are 93% and 88% respectively, which rank in the top five percent in the state.

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

All subgroups are improving their performance in all areas.

Between which subgroups is the achievement gap closing?

The very minimal achievement gap is closing in all subgroups.

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

All findings are in direct alignment with all reported sources of data.
Areas in Need of Improvement

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

Per the State of Indiana Report Card for 2015, Eisenhower School does not have any areas below the expected levels of performance.

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

Eisenhower School does not have a negative trend in any area of performance.

Which area(s) indicate the overall lowest performance?

One area that Eisenhower School will maintain a laser curricular focus on is student growth in both English/Language Arts and Math. Our curricular goal is to receive bonus points for high and low growth levels in all categories.

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

Eisenhower School does not have any subgroup showing a trend towards decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is not becoming greater for any subgroup.

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

All findings are in direct alignment with all reported sources of data.
Report Summary

Scores By Section

Section Score

1 2 3 4

Evaluator Criteria and Rubrics 4

Indiana School Improvement Plan
Dwight D. Eisenhower Elementary School
Overview

Plan Name

Eisenhower Goal-Action-Plan 2015

Plan Description

Students maximize growth in language arts and mathematics.
The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students will maximize their individual growth in the area of language arts in a statistically significant way.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>All students will maximize their individual growth in the area of mathematics in a statistically significant way.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students will maximize their individual growth in the area of language arts in a statistically significant way.

Measurable Objective 1:
95% of Third, Fourth and Fifth grade students will increase student growth by achieving a percentage of 65% growth or higher in English Language Arts by 06/01/2018 as measured by 1. ISTEP+ All School Passing Rate will remain above the 95th percentile. 2. End of Year (EOY) mCLASS levels for 95% of K-2 students will be at or above benchmark. 3. The growth percentile will fall in the upper right quadrant of the growth model.

Strategy 1:
Guided Reading - Guided Reading practices will allow for every student's individual reading level to be effectively addressed and monitored. Daily 5 instructional techniques combined with the ELA BUZZ curriculum, will allow for individual teacher attention to each student's reading strengths and deficits. Indiana College and Career Readiness Standards embedded in Renaissance Learning's STAR Reading and/or Early Literacy will help direct instruction based on scaled score attainment or data indicating a need for re-teaching and progress monitoring.

Research Cited: Direct feedback based on reading level; Attention to Fountas and Pinnell levels; Focus on John Hattie's effect sizes for teaching and learning approaches that serve specific student populations most effectively.

Evidence of success: ISTEP+ standardized testing, Renaissance Learning STAR benchmark assessments, mCLASS benchmark assessments, progress monitoring, teacher coaching literacy development, Marzano teacher assessments, CPCSC goals and scales.

<table>
<thead>
<tr>
<th>Activity - Professional development in Literacy Coaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower Elementary School utilizes two trained literacy coaches to provide individual support to each language arts teacher. Techniques used include: Individual conferencing, observation and lesson feedback, and professional reflection. Whole team professional development sessions regarding literacy coaching and instruction are planned throughout the school year.</td>
<td>Professional Learning, Academic Support Program</td>
<td>08/20/2015</td>
<td>06/01/2018</td>
<td>$0</td>
<td>General Fund</td>
<td>Mary Ann Chapko, Dwight D. Eisenhower Elementary School, Megan Kors, Dwight D. Eisenhower Elementary School, Mary Ann Novotny, Dwight D. Eisenhower Elementary School</td>
</tr>
</tbody>
</table>

Goal 2: All students will maximize their individual growth in the area of mathematics in a statistically significant way.
Strategy 1:
Student use of Accelerated Math to monitor attainment of Indiana Standards for College and Career Readiness - Each student will use Accelerated Math on their Chromebook to achieve specific math objectives. The teacher will monitor and conference with each student to ensure appropriate progress through the IndianaMath Standards. Multiple grade level libraries of objectives are available to each teacher to ensure the appropriate student placement as well as academic growth. This additional, personalized practice, provided by Accelerated Math will serve as an effective, research-based indicator that will effectively guide instruction.

Research Cited: Extensive research provided by Renaissance Learning demonstrates that AM is recognized by the What Works Clearinghouse to have a medium to large effect on students' math achievement; John Hattie's effect sizes in the area of math instruction - specifically, Providing Formative Evaluation .9; Acceleration .88; and Feedback .73.

Evidence of success: ISTEP+ standardized testing, Renaissance Learning STAR benchmark assessments, mCLASS benchmark assessments, progress monitoring, Marzano teacher assessments, CPCSC goals and scales.

<table>
<thead>
<tr>
<th>Activity - Professional development in regards to effective, individualized math instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of professional development sessions will be held to help teachers improve their implementation of Accelerated Math specifically as a means to personalize math instruction. There are many components to the technology-based program we now have access to that require specific teacher and student instruction in order to be most consistent and effective. Our desire is to fine tune our delivery of this effective program throughout all grade levels.</td>
<td>Professional Learning</td>
<td>08/20/2015</td>
<td>06/01/2018</td>
<td>$0</td>
<td>District Funding</td>
<td>Mary Ann Chapko, Principal; Jori Dusseau, Math Teacher; Eisenhower School Interventionists</td>
</tr>
</tbody>
</table>
Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development in Literacy Coaching</td>
<td>Eisenhower Elementary School utilizes two trained literacy coaches to provide individual support to each language arts teacher. Techniques used include: Individual conferencing, observation and lesson feedback, and professional reflection. Whole team professional development sessions regarding literacy coaching and instruction are planned throughout the school year.</td>
<td>Professional Learning, Academic Support Program</td>
<td>08/20/2015</td>
<td>06/01/2018</td>
<td>$0</td>
<td>Mary Ann Chapko, Principal; Megan Kors, Primary Literacy Coach; MaryAnn Novotny, Intermediate Literacy Coach.</td>
</tr>
</tbody>
</table>

Total $0

District Funding

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development in regards to effective, individualized math instruction</td>
<td>A variety of professional development sessions will be held to help teachers improve their implementation of Accelerated Math specifically as a means to personalize math instruction. There are many components to the technology-based program we now have access to that require specific teacher and student instruction in order to be most consistent and effective. Our desire is to fine tune our delivery of this effective program throughout all grade levels.</td>
<td>Professional Learning</td>
<td>08/20/2015</td>
<td>06/01/2018</td>
<td>$0</td>
<td>Mary Ann Chapko, Principal; Jori Dusseau, Math Teacher; Eisenhower School Interventionists</td>
</tr>
</tbody>
</table>

Total $0
Conclusion

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

## School Name: Dwight D. Eisenhower

### Professional Development Goal:
Elementary teachers improve their skills to teach the literacy continuum.

### Monitoring

#### Professional Development Goal:
Elementary teachers improve their skills to teach the literacy continuum.

#### Student Achievement
**Data Sources**
1. Star Reading
2. mClass TRC

#### Teacher Implementation
**Data Sources**
1. Attendance
2. Coaching sessions
3. Training sessions

### Benchmarks:
- 90% of students reading at their instructional reading level by the end of each year.
- 95% of students demonstrating at least 1 year instructional reading level growth.

### Activity | Audience | Facilitator | Financial Resources | Target Date(s) of Activity
--- | --- | --- | --- | ---
Continuing contact Literacy Coach training | 7 primary teachers 7 intermediate teachers (2 per school) | CLEAR – Center for Literacy Education and Research Purdue University | Title II | 2015-2016, 2016-2017, 2017-2018 3 contacts with the facilitator each semester

## School Name: Dwight D. Eisenhower

### Professional Development Goal:
Elementary teachers improve their skills teaching English/Language Arts.

### Monitoring

#### Professional Development Goal:
Elementary teachers improve their skills teaching English/Language Arts.

#### Student Achievement
**Data Sources**
1. ISTEP+ ELA
2. Star Reading
3. mClass TRC

#### Teacher Implementation
**Data Sources**
1. Attendance
2. Observations

### Benchmarks:
- 90% of students reading at their instructional reading level by the end of each year.
- 95% of students demonstrating at least 1 year instructional reading level growth.
- 90% of students pass ISTEP+ English/Language Arts at the college and career benchmark.
- The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.

### Activity | Audience | Facilitator | Financial Resources | Target Date(s) of Activity
--- | --- | --- | --- | ---
Understanding the Curriculum Framework | K-5 Teachers | Assistant Director of Curriculum and Principals | Title II and General Fund | 2015-2016
Using Mentor Texts | K-5 Teachers | Assistant Director of Curriculum and Principals | Title II and General Fund | 2015-2016
Guided Reading | K-5 Teachers | Literacy Coaches | Title II and General Fund | 2015-2016, 2016-2017, 2017-2018
Close Reading | K-5 Teachers | Assistant Director of Curriculum and Principals | Title II and General Fund | 2016-2017, 2017-2018
Writing – Narrative, Informative and Argumentative | K-5 Teachers | Assistant Director of Curriculum and Principals | Title II and General Fund | 2016-2017, 2017-2018
# Professional Development Plan

**School Name:** Dwight D. Eisenhower  

**Professional Development Goal:**  
Elementary teachers improve their skills for students to deepen understanding.

**Benchmarks:**  
90% of students pass ISTEP+ English/Language Arts and math at the college and career benchmark.  
The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Audience</th>
<th>Facilitator</th>
<th>Financial Resources</th>
<th>Target Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, understand and discuss the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20</td>
<td>Principals</td>
<td>Director of Curriculum</td>
<td>None</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Read the Curriculum and Instruction Newsletter for Elements 17, 18, 19, 20 “Essential for Achieving Rigor” by Robert Marzano</td>
<td>Principals and K-5 teachers</td>
<td>Assistant Director of Curriculum</td>
<td>None</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Read, understand, discuss, implement the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20</td>
<td>K-5 Teachers</td>
<td>Principals</td>
<td>None</td>
<td>2015-2016, 2016-2017, 2017-2018</td>
</tr>
</tbody>
</table>

**Student Achievement Data Sources**  
1. ISTEP+ ELA and Math  
2. Star Reading and Math

**Teacher Implementation Data Sources**  
1. Attendance  
2. Observations
Dwight D. Eisenhower Elementary School

ALL Students receive personalized instruction.

Image of President Dwight D. Eisenhower ‘s 125th Birthday celebration at one of his namesake schools.
Eisenhower’s Top Ten Accomplishments - 2015

- Designated an “A” School by the State of Indiana
- Named a National Blue Ribbon School - 2011
- Received 4 Star School Status for the eighth time from the State of Indiana
- Won Third Place in State Spell Bowl competition (November 2015)
- Named Second Place Winner – Science Olympiad (February 2015)
- Named, as one of only three schools in Indiana, as a “Quality Matters” school. The award is based on five areas of school quality – strong leadership, high expectations, a safe environment, emphasis on skill mastery, and frequent assessments of student progress.
- Under No Child Left Behind (NCLB) Eisenhower School consistently earned Adequate Yearly Progress (AYP) for the past thirteen years.
- IREAD3 passing rate (100%) for all third graders at Eisenhower was the highest in the corporation.
- Our CPCSC ECD program successfully serviced a record number of preschool students. Much work has been done and will continue to make our pre-school program a model for others to emulate both locally and statewide. The preschool program has recently moved to the new Crown Point Early Learning Center for the 2015-16 school year and all has transitioned well.
- A Preschool Advisory Group, including directors of our area preschools, completed its third year of collaboration in our effort to ensure better transitions to kindergarten for both general education and exceptional learner students. A kindergarten orientation video was created to visually enable a successful transition to kindergarten for both students and parents.
Standard 5 – Using Results for Continuous Improvement

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Our school regularly utilizes a comprehensive assessment system that produces data from multiple local and standardized assessments. Grade Pre-K utilizes mClass Circle; Grades K-2 utilize mClass Reading 3D, Star Early Literacy, Star Reading, and Star Math. Grades 3-5 utilize Star Reading and Math and Acuity. These assessments are delivered with fidelity in accordance with the assessment schedule created by the department of curriculum and instruction.
5.2 Professional and staff

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.

- Eisenhower School is fortunate to have a variety of data sources, both predictive and comprehensive, to enable our team to track individual student trend and growth data. Our team is well aware that as a seamless academic unit, we must use data every day to guide our instruction with every student. We are particularly pleased to have access to the Renaissance Learning Enterprise website which allows teachers and interventionists to routinely progress monitor and track benchmark trend lines.
5.3 Professional and support staffs are trained in the evaluation, interpretation and use of data.

- LEARN academy, weekly staff development sessions, and grade level team sessions are utilized to train staff to use data efficiently and effectively. The principal analyses and disseminates standardized test data and distributes information to the entire team so that all staff members who instruct children are well verses in the grade level requirements of the Indiana Standards for College and Career readiness, and can deliver effective and individualized instruction to the students in their care.
5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

- All of our prescribed assessments are designed to provide either verifiable readiness levels and/or verifiable improvement levels for each student. The Director of Curriculum and building principal provide the means, instruction, and time for teacher evaluation of their student data. These data results are systematically and consistently used to develop our curriculum, revise our School Improvement Plans, and thus, ultimately guide our instruction. The newest goal revision on our School Improvement Plan is a verifiable source of how data analysis has led us, as a team, to a significant re-focus of our school goals.
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.

- It is vitally important for our school’s student achievement and growth data to be disseminated and shared, in an understandable way, to all parents and stakeholders in order to enable them to become authentic partners in our academic quest for exemplary student achievement. Additionally, it is the role of the building principal to communicate via emails, newsletters, PTO sessions, and parent meetings the most effective learning conditions and techniques to enable parents and stakeholders to effectively evolve into knowledgeable educational partners.
### Eisenhower Report Card for 2015 from the State of Indiana

### English/Language Arts 5.00 Points

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
<th>Bottom 25% with High Growth</th>
<th>Top 75% with High Growth</th>
<th>Overall Group with Low Growth</th>
<th>Bottom 25% Participation</th>
<th>All Remaining Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator</strong></td>
<td>273</td>
<td>22</td>
<td>45</td>
<td>59</td>
<td>48</td>
<td>255</td>
</tr>
<tr>
<td><strong>Denominator</strong></td>
<td>293</td>
<td>47</td>
<td>142</td>
<td>189</td>
<td>46</td>
<td>255</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>93.2%</td>
<td>46.8%</td>
<td>31.7%</td>
<td>31.2%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Grade Points</strong></td>
<td>4.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Performance</td>
<td>Numerator</td>
<td>Denominator</td>
<td>Percent</td>
<td>Grade Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 25% with High Growth</td>
<td>259</td>
<td>294</td>
<td>88.1%</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 75% with High Growth</td>
<td>38</td>
<td>47</td>
<td>40.4%</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Group with Low Growth</td>
<td>19</td>
<td>47</td>
<td>26.8%</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Remaining Participation</td>
<td>257</td>
<td>257</td>
<td>100.0%</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Grade for 2014-2015

4.00 = A

Eisenhower School has received four “A’s” in a row since the State Report Card was introduced in 2011-12.
<table>
<thead>
<tr>
<th>League Schools</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Center Grove Elementary School</td>
<td>Center Grove Community School Corporation - Bargersville, IN</td>
</tr>
<tr>
<td>2. Hickory Center Elementary School</td>
<td>Northwest Allen County - Fort Wayne, IN</td>
</tr>
<tr>
<td>3. Frank Hammond Elementary School</td>
<td>School Town of Munster - Munster, IN</td>
</tr>
<tr>
<td>4. Prairie Vista Elementary School - 7324</td>
<td>Penn-Harris-Madison School Corporation - Mishawaka, IN</td>
</tr>
<tr>
<td>5. Aboite Elementary School - 45</td>
<td>M S D Southwest Allen County - Fort Wayne, IN</td>
</tr>
<tr>
<td>6. Dwight D. Eisenhower Elementary School - 3773</td>
<td>Crown Point Community School Corporation - Crown Point, IN</td>
</tr>
</tbody>
</table>
Eisenhower Elementary ISTEP Scores - 2014-2015
Trend Data among League Schools
By Grade Level, and Subject

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower</td>
<td>97%</td>
<td>93.9%</td>
<td>91.9%</td>
<td>95.1%</td>
<td>81.7%</td>
<td>79.6%</td>
<td>86%</td>
<td>87.1%</td>
<td>79%</td>
<td>97.1%</td>
</tr>
<tr>
<td>Hickory Center</td>
<td>91.5%</td>
<td>64.6%</td>
<td>64.6%</td>
<td>81.3%</td>
<td>71.9%</td>
<td>68.8%</td>
<td>70.9%</td>
<td>75%</td>
<td>60.3%</td>
<td>79.69%</td>
</tr>
<tr>
<td>Aboite</td>
<td>91.3%</td>
<td>89.2%</td>
<td>89.2%</td>
<td>89.3%</td>
<td>86.5%</td>
<td>84.5%</td>
<td>91.7%</td>
<td>81.8%</td>
<td>80.8%</td>
<td>90.38%</td>
</tr>
<tr>
<td>Frank Hammond</td>
<td>87.7%</td>
<td>82.5%</td>
<td>78.1%</td>
<td>85.2%</td>
<td>81.5%</td>
<td>77.8%</td>
<td>89.7%</td>
<td>92.5%</td>
<td>86.9%</td>
<td>87.04%</td>
</tr>
<tr>
<td>Center Grove</td>
<td>84%</td>
<td>65.1%</td>
<td>62.3%</td>
<td>83.2%</td>
<td>70.6%</td>
<td>66.1%</td>
<td>80%</td>
<td>74.2%</td>
<td>68.3%</td>
<td>90%</td>
</tr>
<tr>
<td>Prairie Vista</td>
<td>94.6%</td>
<td>88.2%</td>
<td>87.1%</td>
<td>98.4%</td>
<td>96.8%</td>
<td>96.7%</td>
<td>80%</td>
<td>83.9%</td>
<td>74.2%</td>
<td>100%</td>
</tr>
<tr>
<td>League Average</td>
<td>91.02%</td>
<td>80.6%</td>
<td>78.9%</td>
<td>88.8%</td>
<td>81.5%</td>
<td>78.9%</td>
<td>82.1%</td>
<td>82.4%</td>
<td>74.9%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

Above League Average
### Eisenhower Elementary ISTEP Scores - 2014-2015

**Trend Data among League Schools**
By Subject and School Average

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower</td>
<td>92.7%</td>
<td>87.5%</td>
<td><strong>83.4%</strong></td>
</tr>
<tr>
<td>Hickory Center</td>
<td>81.3%</td>
<td>70.4%</td>
<td><strong>64.3%</strong></td>
</tr>
<tr>
<td>Aboite</td>
<td>91.4%</td>
<td>86.3%</td>
<td><strong>84.6%</strong></td>
</tr>
<tr>
<td>Frank Hammond</td>
<td>87.5%</td>
<td>85.4%</td>
<td><strong>80.9%</strong></td>
</tr>
<tr>
<td>Center Grove</td>
<td>82.3%</td>
<td>70.1%</td>
<td><strong>65.7%</strong></td>
</tr>
<tr>
<td>Prairie Vista</td>
<td>90.3%</td>
<td>88.7%</td>
<td><strong>84.6%</strong></td>
</tr>
<tr>
<td><strong>League Average</strong></td>
<td><strong>87.6%</strong></td>
<td><strong>81.4%</strong></td>
<td><strong>77.3%</strong></td>
</tr>
</tbody>
</table>

**Above League Average**
## Eisenhower IREAD-3 Scores 12,13,14,15 Compared to League Schools

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Corp.</th>
<th>3rd Gr. IRead 3 Pass Rate 2012</th>
<th>3rd Gr. IRead 3 Pass Rate 2013</th>
<th>3rd Gr. IRead 3 Pass Rate 2014</th>
<th>3rd Gr. IRead 3 Pass Rate 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower 3773</td>
<td>Crown Point 4660</td>
<td>100%</td>
<td>98.8%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Hickory Center 87</td>
<td>NW Allen 225</td>
<td>93.5%</td>
<td>96.1%</td>
<td>93.5%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Aboite 45</td>
<td>SW Allen 125</td>
<td>95.3%</td>
<td>98.3%</td>
<td>92.9%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Frank Hammond 4343</td>
<td>Munster 4740</td>
<td>92.3%</td>
<td>100%</td>
<td>94.1%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Center Grove 3435</td>
<td>Center Grove 4205</td>
<td>95%</td>
<td>98.2%</td>
<td>93.1%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Prairie Vista 7324</td>
<td>Penn Harris Madison 7175</td>
<td>98.7%</td>
<td>96.8%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>State Average</td>
<td></td>
<td>84.3%</td>
<td>90.6%</td>
<td>86.4%</td>
<td>84.2%</td>
</tr>
</tbody>
</table>
mCLASS – Grade 1 – 3 Year Summary

Comparing Measures on mCLASS: Reading 3D
By School For Dwight D Eisenhower Elementary School

Student Population
- Districts: Crown Point Community School Corporation
- School: Dwight D Eisenhower Elementary School
- Grade: 1
- Subject: Official Class

Time
- Students enrolled on test day: 3 Years 3 Periods
- Refresh date: 02/18/2016

Measure
- mCLASS: Reading 3D
- All Assessment Measures

- Total Students Assessed
- Far Below Proficient
- Below Proficient
- Proficient
- Above Proficient
- No Proficiency Level Established

To Districts ▲

To Teacher ▼

To Grade ➤

To Ethnicity ➩
mCLASS – Grade 2 – 3 Year Summary

Comparing Measures on mCLASS:Reading 3D
By School For Dwight D Eisenhower Elementary School

Student Population
DistRICTs: Crown Point Community School Corporation
School: Dwight D Eisenhower Elementary School

Time
Grade: 2

Measure
Subject: Official Class

Students enrolled on test day
3 Years 3 Periods

mCLASS:Reading 3D
All Assessment Measures

TRC Proficiency Levels - EOC

0 % 20 % 40 % 60 % 80 % 100 %
A special t-shirt on Boss’s Day from my Ike team - with a Star Wars theme, and my grandson, Noah, as my Jedi Knight, This effectively summarizes the focus of our 2015-2016 school year!
2015-2016 The Year of President Eisenhower’s 125th Birthday!
Special Winning Moments – 2015 - 2016

Spell Bowl Champions
Second Place
Science Olympiad
Third Place in State!