



Indiana School Improvement Plan

Jerry Ross 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?

Jerry Ross Elementary School has 525 students in grades 3-5. Our sister school, Winfield Elementary School, is approximately the same size and houses grades K-2. Our community is primarily comprised of housing developments and farmland. Winfield was once considered rural, but has experienced massive growth in the past decade. This growth is expected to continue as there is ample space for development. Our free and reduced population is consistently between 15 and 20%. Our student population continues to become more diverse. About 80% of our students are white and the remaining 20% are split between Hispanic, Multi-Race, Black and Asian.

One challenge our school faces is being the only 3-5 school in the district. Our sister school is 2 miles away and we have limited interaction with each other, not intentionally, but because of time and distance.

School's Purpose

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

Vision

All students, staff, and stakeholders will grow every day.

G Gain Knowledge

R Reach our Goals

O Overcome Obstacles

W Work Hard, Play Hard

Mission

All students at Jerry Ross Elementary School will experience academic success and will show growth and progress each school year.

We Believe:

- Students are our number one priority.
- In collaboration of home, school, and community.
- Each child is valuable.
- All students can learn.
- In fostering positive student attitude.
- In the value of teachers as professionals.
- Education is a lifelong process.
- In providing an environment that is safe, healthy and conducive to learning.
- In an educational environment that promotes good citizenship and democratic principles.
- Technology enhances learning.
- In preparing students for successful advancement in education.
- All staff members are essential to promote student success.
- Staff unity and teamwork are essential for a successful learning environment.

Our primary purpose at Jerry Ross Elementary School is to help our students grow every day. Our school improvement goals and benchmarks for the past 6 years had both an achievement component and a growth component. High achievement is not enough if individual students are not showing growth. Our teachers and instructional staff use assessment data to determine current levels of each student and then focus instructional strategies to help students exceed expectations. We have a comprehensive data driven process for cluster grouping. We also have an accelerated math cluster at each grade level for students who demonstrate proficiency two or more grade levels above their current grade. This is new this year and has already shown good results.

One of our mottos at Jerry Ross is "Work Hard, Play Hard, but Work always comes first." This evolved because having fun and celebrating success is part of our culture of learning. We have multiple incentives and celebrations throughout the school year. We also believe learning can be fun. Our teachers and staff use engaging games and hands on activities to promote positive classroom climates.

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Our school is named after a well-respected astronaut and Crown Point graduate, Colonel Jerry Ross. He recently retired from NASA and was inducted into the Hall of Fame for his lifelong achievements. He frequently visits our school and challenges our students to do their best. In his own words, he tells them to "have a dream, set goals, study hard, work hard, and never give up." He also shares his story of deciding to become an astronaut when he was only 10 years old. Our school improvement team recently developed an acronym that incorporates Colonel Ross's secret to success: G.R.O.W.: gain academically, reach our goals, overcome obstacles, work hard and play hard. We also strive in everything we do to "finish strong."

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.

We are very proud of our academic achievement and high growth during the past three year school improvement cycle. We continue to receive A ratings because of high achievement and high growth.

Our school improvement goals focus on improving our students' problem solving skills in math and helping students become better critical readers. We have been working on the math goal for the past three years and have experienced great improvement on our overall math scores. However, we want to continue to help our students build stamina in problem solving and to equip them with multiple strategies to attack multi-step problems.

Our reading goal is designed to help our students comprehend complex texts. In order to do this, we must teach them to be good critical thinkers while they read all kinds of text, including informational text, rich fiction such as Junior Great Books materials, and text from websites and blogs. Our goal is to expose them to multiple texts and to practice comprehension strategies. This goal connects to college and career readiness initiatives.

We have a few areas of improvement we need to work on. First, our ISTEP+ math scores dropped considerably more than our English/Language Arts scores for all students. This needs to be addressed in goals and professional development plan for the upcoming year.

Another area of improvement is our Hispanic and special education subgroups. Our special education students who receive accommodations for testing scored in the bottom quartile for both math and English/Language Arts. Our Hispanic students scored significantly lower than our white students 3rd and 5th grade. This discrepancy was greater in math than language arts. This also will be addressed in our school improvement plan.

Additional Information

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

Jerry Ross is a great place to work and learn. We have started our 13th year and have shown steady growth in student achievement and have also shown increased satisfaction and confidence on our staff and parent surveys. We are truly student centered and focused on growth and success for each and every child.

Our students are very involved in student activities at school. Five years ago we started to collect data on how many students are involved in Jerry Ross before/after school activities and receive awards and recognition. We have used this baseline data to target students who are not involved. Since 2010, we have added multiple clubs and activities and have created additional incentives. In 2010, we had less than 45% of our students involved in activities. As of May 2015, over 95% of our students were involved in at least one extracurricular activity and/or received an award or recognition.

We have very supportive and engaged parents. Our PTO raises substantial monies each year to fund our activities and programs. Parents volunteer on a regular basis and are active partners with teachers and staff. Most attend conferences when needed and are committed to the success of their children.

Our teachers and staff are highly qualified, hard-working, and involved. Over 90% of our teachers facilitate before or after school activities for students at Jerry Ross. Many of our teachers arrive early, stay late, and work weekends and during the summer. Our teachers and staff are committed to their own personal and professional growth. To quote one of our school improvement members recently, "As good as we are, we can always get better." This is our motto for our students and our staff.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	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.

There is one primary purpose at Jerry Ross Elementary School, growth and success for every child. It is understood that there are many systems and processes that must be in place to support this purpose. The Jerry Ross School Improvement Team annually reviews the vision and purpose of our school. The Jerry Ross Leadership Team meets twice a month to ensure that all of our actions and behaviors as a school are aligned with that vision. Our purpose and direction are shared regularly in our weekly newsletter and with community stakeholders. High expectations are shared weekly in the staff newsletter "Launch Notes" and at weekly professional development meetings. We subscribe to the Master Teacher Professional Development Program because we are committed to best instructional practices and are always seeking improvement. Multiple data are used throughout the year to guide our school improvement goals. Our improvement goals are specific and measurable. We monitor our progress in formal and informal ways and we celebrate success when a goal is achieved. We update the public of our progress through weekly newsletters, our information sign and through press releases in local newspapers. We regularly update our school profile to ensure we are meeting the needs of our students.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports 	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.

Our leadership, both at our district level and at our school level, is passionately committed to student growth and success. All policies, resources, and planning initiatives address this common purpose. This is evident in all operations, activities, communications and achievement data, both at the school level and at the district level. We also are committed to meaningful stakeholder involvement and seek partnerships and open communication with our parents and community leaders. This is evidenced through our active parent organization and our many community partnerships. Teacher evaluation is also aligned with our purpose and vision: growth for all students. Teachers receive feedback systematically through i-Observation and each teacher participates in an annual growth plan.

The i-Observation tool provides a systematic method of guiding professional growth for individual teachers and the school. All teachers are observed a minimum of 6 times per school year, at least one of which is a formal observation. However, the normal practice at Jerry Ross is even more than that as the principal strives to visit each classroom at least once every two weeks. The purpose of these visits is to recognize the outstanding teaching practices already in place and to support growth in other best practices. Teachers are able to leave feedback in i-Observation regarding their planning, assessment, and lesson implementation.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course descriptions •Descriptions of instructional techniques •The curriculum can be located in the Buzz learning management system, textbooks, learning goals and scales, Indiana Academic Standards, and the DOE Website standards. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •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 •Buzz, the new edition to our 2015-16 curriculum, provides students and staff opportunities to track progress and set goals. Many research based strategies are employed, including 6+1 Traits of Writing, Marzano Best Instructional Strategies, balanced literacy curriculum, accelerated curriculum, individualized learning plans, and small group instruction. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •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 •Over 98% of our parents attended parent teacher conferences in 2015. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •All teachers participate in literacy professional development, Marzano instructional elements, 6+1 Traits of Writing, data analysis training, blended learning strategies and math reasoning and problem solving skills. Additionally, teachers participate in LEARN academies, Literacy Coaching, and teacher mentoring. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 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.

Teachers and staff regularly monitor data collaboratively to plan instruction and programming for all students. This is evident in meeting minutes, team agendas, but most importantly, in the achievement and growth data of our students. Teachers at Jerry Ross are committed to first be "learners" themselves by engaging in professional development in research based best practices. Individualization is demonstrated through the monitoring of student assessment data that leads to focused instruction, student conferences, and individualized lessons that promote students to show their creativity and strengths. The school principal visits classrooms frequently and gives positive, constructive feedback through i-Observation, discussions, and personalized "Rocket Notes". Teachers systematically collaborate in grade level team meetings, cross-grade level teams, such as the leadership team and the problem solving team, and informally. All teachers are gaining confidence in involving students more in their learning through learning goals and students tracking their own progress. Teachers are also using exemplars to demonstrate outstanding student work. There is a concerted effort to mentor new teachers and teachers new to a grade level, although there is room for improvement in this area. Parents are treated as true "partners" and there are programs and processes that regulate and ensure parental involvement. All students at Jerry Ross are viewed as unique individuals and teachers and staff members purposely strive to understand each student's gifts, strengths, and needs. Learning goals and accompanying scales are focusing our instruction on mastery of common core objectives. All teachers and students are tracking progress on learning goals and summative and formative assessments. All staff members are committed to a growth plan and continuous improvement, including non-certified staff. Our teachers and support staff are attentive to the unique learning needs of all students and have an attitude of "whatever it takes" when it comes to growth and student achievement.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.86

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or 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.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indiana School Improvement Plan

Jerry Ross Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Survey results •Data on media and information resources available to students and staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure 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.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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.	<ul style="list-style-type: none"> •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Our school has an active PBIS program that monitors the social, emotional, and academic well-being of all students. Homeroom teachers create family like atmospheres for their classrooms and advocate for each of their students. In addition, all students are expected to participate in at least one extracurricular activity, which fosters an additional adult advocate for each students. 	Level 4

Indiana School Improvement Plan

Jerry Ross Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Survey results•Description of IEP process•Description of referral process	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 teachers and staff are highly qualified and participate in ongoing professional development to stay current on research and best practices. Instructional time is fiercely protected and only field trips and all school assemblies that align with our school improvement goals, standards and purpose are permitted. Our departments, such as office staff, cafeteria, and custodial staff all understand their role in supporting the vision of the school and supporting student learning. The building is clean and teachers and staff have access to necessary materials. Our students have access to technology and effective programming on a daily basis. As of 2015, all students have their own device to facilitate learning anytime, anywhere. We also allow students to bring their own reading devices from home. The wireless network promotes learning in the classrooms, hallways, pods, and public spaces at Jerry Ross. The PBIS program is proactive and the PBIS coach meets with students to address behavioral concerns that are interfering with learning.

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

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •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 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from 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.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

Indiana School Improvement Plan

Jerry Ross Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures 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.	<ul style="list-style-type: none"> •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 	Level 4

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

We have a clearly defined assessment system and comply with all district assessments on the district assessment calendar. Teachers regularly analyze and use data from assessments to group students, individualize instruction, and plan lessons. There are multiple pieces of data from many different tools used to make instructional decisions for class instruction and individual placements. Teachers systematically participate in data analysis, but we do plan to provide more training in this area for the upcoming school year, particularly for support staff. We systematically review data at grade level team meetings, leadership meetings, and problem solving team meetings. This data analysis drives school improvement and classroom instruction. There are systematic processes in place to document and communicate student achievement data, such as through School Messenger, weekly newsletters, weekly Launch Notes, teacher websites, the school website,

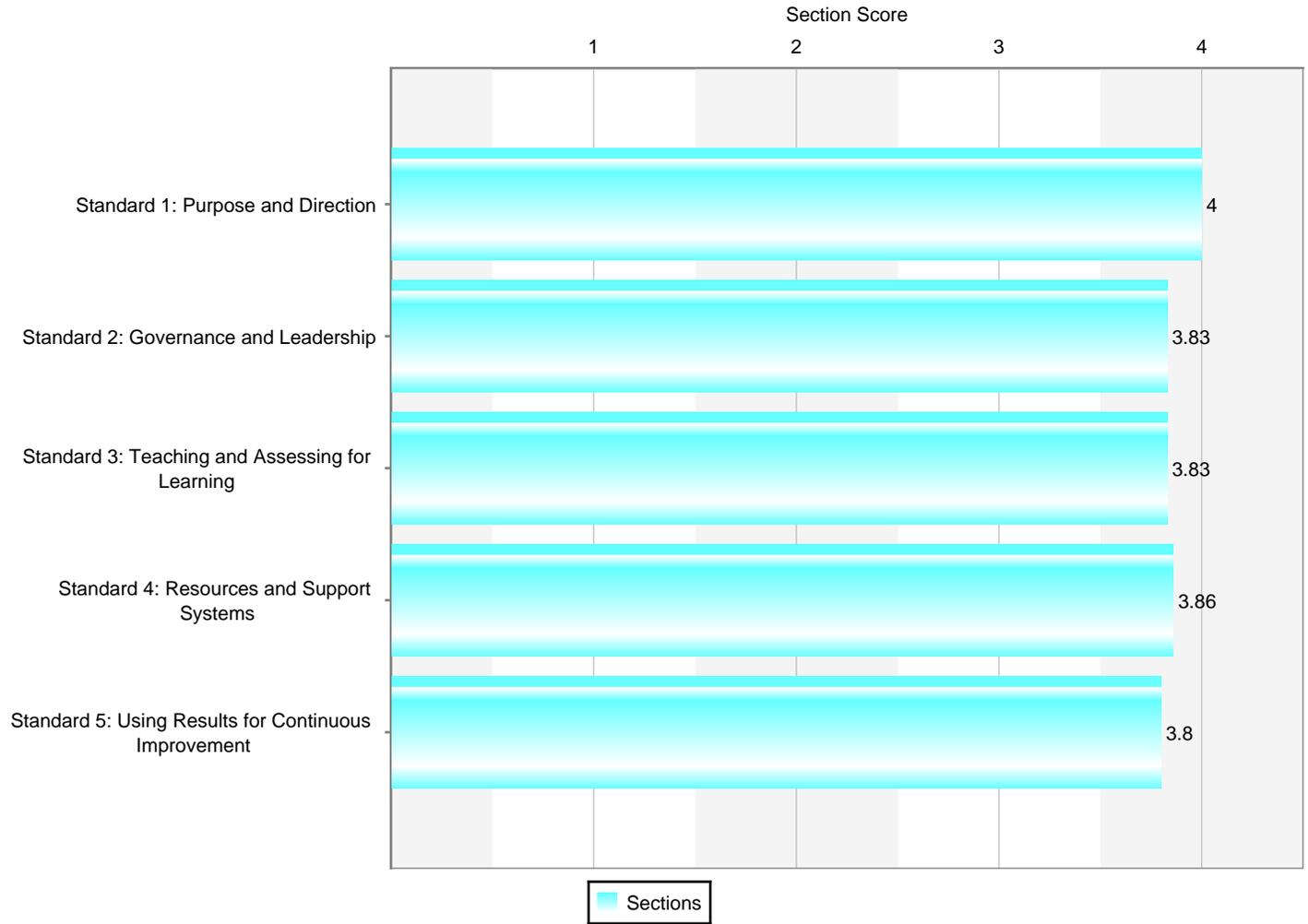
Indiana School Improvement Plan

Jerry Ross Elementary School

PTO meetings, school improvement team meetings, grade level team meetings, cross-grade level meetings, local newspaper articles, messaging at school assemblies, open house, registration, parent programs, and school board meetings.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2015 Assist Student Performance Data Jerry Ross

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

All subgroups performed above anticipated levels with the exception of our Hispanic student population at 3rd and 5th grade.

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

Positive performance trends can be found both in English Language Arts and math in the following subgroups: Asian, Black, White, Free and Reduced, paid.

Which area(s) indicate the overall highest performance?

Our English/Language Arts performance (87.9) is slightly higher than our Math performance (81.9%). Our black and white student populations continue to score at high rates without a gap.

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

Increasing performance trends can be found both in English Language Arts and math in the following subgroups: Asian, Black, White, Free and Reduced, paid.

Between which subgroups is the achievement gap closing?

The achievement gap between black and white students is closing.

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

All of the findings above are corroborated by Star Math and Reading data and Acuity assessments.

Areas in Need of Improvement

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

Our Hispanic population is performing below expected levels, particularly in math.

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

Hispanic students at all three grades show a significant drop in performance in math, almost 15% below the white population on average.

Which area(s) indicate the overall lowest performance?

Our Hispanic population has the lowest overall performance primarily in math.

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

Our Hispanic and special education subgroups show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

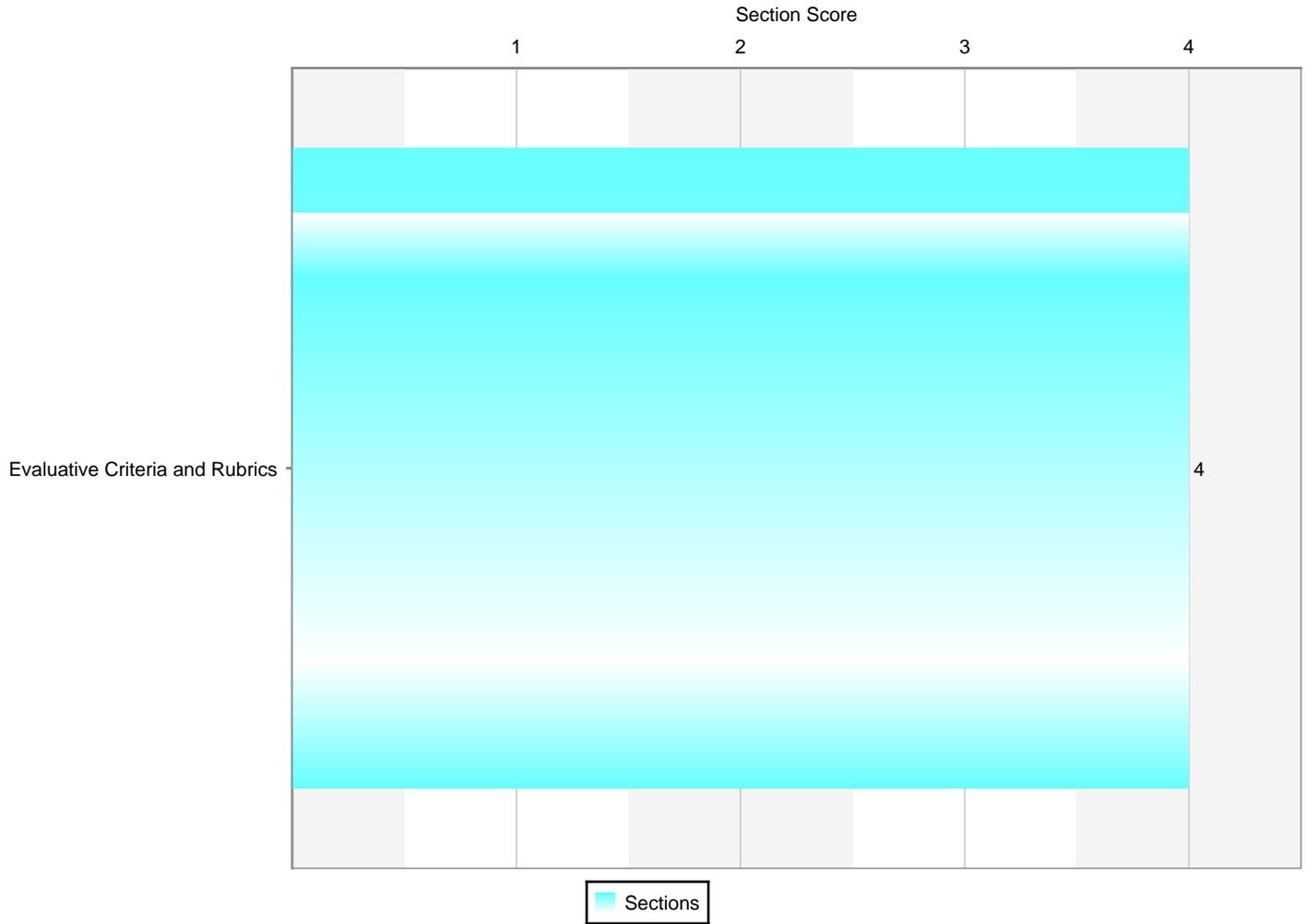
The achievement gap between special and general education is greater in 2015 with the more rigorous ISTEP+ College and Career Readiness test.

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

All of these findings are commensurate with the new Acuity Readiness Assessments in English Language Arts and Math.

Report Summary

Scores By Section



Jerry Ross Goal-Action-Plan 2015- 2018 (1)

Jerry Ross Elementary School
Crown Point Community School Corp

Mrs. Jennifer Stolarz
11319 Randolph Street
Crown Point, IN 46307

TABLE OF CONTENTS

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Overview

Plan Name

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Jerry Ross Elementary School will become proficient critical readers of all kinds of text.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
2	All students at Jerry Ross Elementary School will improve in their mathematical problem solving skills.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$500

Goal 1: All students at Jerry Ross Elementary School will become proficient critical readers of all kinds of text.

Measurable Objective 1:

100% of All Students will achieve college and career readiness and demonstrate growth on proficiency tests. in English Language Arts by 05/15/2017 as measured by Achievement and growth on ISTEP+ English Language Arts Assessment.

Strategy 1:

Implement the continuum of balanced literacy with fidelity. - All teachers received 20+ hours of literacy training during the summer of 2015.

Provide monthly professional development sessions that review one aspect of the continuum.

Facilitate literacy coaching for teachers who are interested and or/need the support and guidance.

Read and discuss articles and materials that highlight best practices in reading.

Collect evidence of implementation of guided reading and balanced literacy best practices during classroom walkthroughs and observations.

Research Cited: Guided Reading: Good First Teaching for All Children.

Fountas, Irene C.; Pinnell, Gay Su

Outlining how teachers can best support a literate community yet still meet the needs of individual readers, this book explains how to create a balanced literacy program for grades K-3 based on guided reading and supported by reading aloud, shared reading, interactive writing, and other approaches. The book also presents guidelines for observation and assessment, dynamic grouping of readers, creating sets of leveled books, selecting and introducing books, teaching for strategies, and classroom management. After a foreword by Mary Ellen Giacobbe, chapters in the book are (1) What Is Guided Reading?; (2) Building on Early Learning; (3) Guided Reading within a Balanced Literacy Program; (4) Designing and Organizing the Learning Environment; (5) Managing the Classroom; (6) Using Assessment to Inform Teaching; (7) Using Running Records; (8) Dynamic Grouping; (9) Creating a Text Gradient; (10) Using a Leveled Set of Books; (11) Selecting and Introducing Books; (12) Teaching for Strategies; (13) Learning about Letters and Words; (14) Shifts over Time; and (15) Good First Teaching with a Second Chance to Learn. Appendixes present work board icons; an alphabet chart; a 10-day plan for the management of guided reading; 2 versions of a guided reading record; 2 versions of a record of book-reading progress; material for making a folded letter book; an evaluation response for text gradient; a guided reading self assessment measure; a guided reading book list containing over 2,500 entries, and a list of book publishers and distributors. (RS)

Evidence of success: Achievement percentages and growth percentages for each student.

Activity - Provide literacy coaching for teachers.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two building literacy coaches will work with a literacy cohort during the 2016-17 school year. They will meet in a group and individually to provide support and growth opportunities for our teachers.	Professional Learning, Academic Support Program	09/02/2016	06/01/2018	\$500	District Funding	Principal, literacy coaches (2), participating teachers

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

Activity - Provide ongoing professional development in best practices in literacy to all teachers.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy coaches will provide quarterly professional development in balanced literacy best practices.	Professional Learning, Academic Support Program	05/05/2016	06/01/2018	\$0	No Funding Required	Principal, literacy coaches, teachers, instructional support staff

Goal 2: All students at Jerry Ross Elementary School will improve in their mathematical problem solving skills.

Measurable Objective 1:

90% of All Students will achieve college and career readiness and demonstrate growth on proficiency tests. in Mathematics by 06/01/2018 as measured by ISTEP+.

Strategy 1:

Provide math reasoning professional development for teachers. - Teachers who are strong in mathematical reasoning will be identified to provide ongoing professional development to teachers. This professional development will occur monthly before school at PD sessions.

Research Cited: Number Talks: Helping Children Build Mental Math and Computation Strategies.

Evidence of success: We will progress monitor using Acuity Readiness data, Star Math, and ISTEP+ data.

Activity - Identify teachers strong in mathematical reasoning.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify Jerry Ross teachers who are able and willing to help other teachers become stronger at teaching math reasoning to students.	Academic Support Program	04/15/2016	09/02/2016	\$0	No Funding Required	Principal, Jerry Ross Leadership Team, grade level leaders

Activity - Provide math reasoning professional development for teachers.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide time for teachers to deliberately study mathematical reasoning strategies monthly at PD sessions.	Academic Support Program	09/07/2016	05/23/2018	\$500	General Fund	Principal, identified math PD leaders, math teachers

(shared) Strategy 2:

Utilize the four steps of problem solving to provide feedback and differentiate instruction for all students. - Teach students the four steps to problem solving:

Four Steps to Problem Solving

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

Understanding the Problem

o Can you state the problem in your own words? What are you trying to find or do? What are the unknowns? What information do you obtain from the problem? What information, if any, is missing or not needed?

Devising a Plan

o Look for a pattern, examine a related problem, examine a simpler case, make a table, make a diagram, write an equation, use guess and check, work backward

Carrying Out the Plan

o Implement strategy from previous step. Keep accurate records of work.

Looking Back

o Check the results, interpret the solution, determine whether there is another method for solving the problem

Research Cited: (Billstein, Libeskind & Lott, A Problem Solving Approach to Mathematics for Elementary School Teachers)

“When feedback provides explicit guidance that helps students adjust their learning, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed” (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).

“By providing students with feedback that is corrective, timely, and focused on criteria, and by involving them in the feedback process, teachers can create a classroom environment that fosters and supports learning (Classroom Instruction that Works, Marzano, 2012).

“Providing students with opportunities to reflect on their own performance and exchange feedback with peers can help them become lifelong learners” (Glaser & Brunstein, 2007; Mooney et al., 2005).

“Learners need respectful tasks that both challenge them and allow them to work in ways that reflect their readiness levels, interests, and styles of learning. Given individual differences, a one-size-fits-all approach is unlikely to maximize performance for all—on the field or in the classroom (Wiggins & McTighe, Schooling by Design, 2007).

Evidence of success: Results from annual ISTEP+ and quarterly summative assessments, such as Acuity and Star Math.

Activity - Directly instruct students on how to utilize the four step plan.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will directly instruct students in how to effectively utilize the four step problem solving strategy. This will be done on an ongoing basis in math classes. This will include modeling all parts of the problem solving strategy, evaluating if students understand it and can successfully use the strategy, and reteaching it to students who need more support. The ultimate goal is for students to be able to use the problem solving strategy independently without support.	Academic Support Program	08/29/2016	06/01/2018	\$0	No Funding Required	Principal, Teachers, Instructional Support Staff

Measurable Objective 2:

90% of Hispanic or Latino students will demonstrate student proficiency (pass rate) and demonstrate growth on ISTEP+, Acuity, and Star Assessments. in Mathematics by 05/04/2018 as measured by ISTEP+.

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

(shared) Strategy 1:

Provide a reading and academic vocabulary intervention for students who are struggling with multi step math problem solving. - Monitor data of students to identify students in need of an intervention.

Provide reading interventions 3 days a week for 30 minutes that focus on math academic vocabulary and how to dissect and critically read multi-step math problems.

Research Cited: One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (Marzano & Pickering, 2005).

Evidence of success: In addition to using the ISTEP+ English/Language Arts results, we will measure academic standards and goals in Acuity that highlight vocabulary and background knowledge.

Activity - Schedule Teacher Training for Academic Vocabulary and Reading Comprehension with Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will explore effective instructional strategies for teaching academic vocabulary and decoding and comprehending multi-step math problems.	Professional Learning	05/10/2016	05/01/2017	\$0	No Funding Required	Principal, School Improvement Team, ELL Support Staff

Activity - Create a plan that provides research based strategies for building academic vocabulary and background knowledge in subgroups and implement the plan.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After exploring best practices, lay out an implementation plan that specifies how teachers will be trained, how the strategies will be implemented with students, the frequency of the use of the strategies, and a progress monitoring method to determine if the strategies are effective.	Behavioral Support Program, Academic Support Program	01/02/2017	06/01/2018	\$0	No Funding Required	Principal, teachers, instructional support staff

Measurable Objective 3:

75% of Students with Disabilities students will demonstrate student proficiency (pass rate) achieve college and career readiness in Mathematics by 06/01/2018 as measured by ISTEP+.

(shared) Strategy 1:

Provide a reading and academic vocabulary intervention for students who are struggling with multi step math problem solving. - Monitor data of students to identify students in need of an intervention.

Provide reading interventions 3 days a week for 30 minutes that focus on math academic vocabulary and how to dissect and critically read multi-step math problems.

Research Cited: One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (Marzano & Pickering, 2005).

Evidence of success: In addition to using the ISTEP+ English/Language Arts results, we will measure academic standards and goals in Acuity that highlight vocabulary and background knowledge.

Activity - Schedule Teacher Training for Academic Vocabulary and Reading Comprehension with Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

Teachers and instructional support staff will explore effective instructional strategies for teaching academic vocabulary and decoding and comprehending multi-step math problems.	Professional Learning	05/10/2016	05/01/2017	\$0	No Funding Required	Principal, School Improvement Team, ELL Support Staff
Activity - Create a plan that provides research based strategies for building academic vocabulary and background knowledge in subgroups and implement the plan.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After exploring best practices, lay out an implementation plan that specifies how teachers will be trained, how the strategies will be implemented with students, the frequency of the use of the strategies, and a progress monitoring method to determine if the strategies are effective.	Behavioral Support Program, Academic Support Program	01/02/2017	06/01/2018	\$0	No Funding Required	Principal, teachers, instructional support staff

(shared) Strategy 2:

Utilize the four steps of problem solving to provide feedback and differentiate instruction for all students. - Teach students the four steps to problem solving:

Four Steps to Problem Solving

Understanding the Problem

o Can you state the problem in your own words? What are you trying to find or do? What are the unknowns? What information do you obtain from the problem? What information, if any, is missing or not needed?

Devising a Plan

o Look for a pattern, examine a related problem, examine a simpler case, make a table, make a diagram, write an equation, use guess and check, work backward

Carrying Out the Plan

o Implement strategy from previous step. Keep accurate records of work.

Looking Back

o Check the results, interpret the solution, determine whether there is another method for solving the problem

Research Cited: (Billstein, Libeskind & Lott, A Problem Solving Approach to Mathematics for Elementary School Teachers)

“When feedback provides explicit guidance that helps students adjust their learning, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed” (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).

“By providing students with feedback that is corrective, timely, and focused on criteria, and by involving them in the feedback process, teachers can create a classroom environment that fosters and supports learning (Classroom Instruction that Works, Marzano, 2012).

“Providing students with opportunities to reflect on their own performance and exchange feedback with peers can help them become lifelong learners” (Glaser & Brunstein, 2007; Mooney et al., 2005).

“Learners need respectful tasks that both challenge them and allow them to work in ways that reflect their readiness levels, interests, and styles of learning. Given individual differences, a one-size-fits-all approach is unlikely to maximize performance for all—on the field or in the classroom

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

(Wiggins & McTighe, Schooling by Design, 2007).

Evidence of success: Results from annual ISTEP+ and quarterly summative assessments, such as Acuity and Star Math.

Activity - Directly instruct students on how to utilize the four step plan.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will directly instruct students in how to effectively utilize the four step problem solving strategy. This will be done on an ongoing basis in math classes. This will include modeling all parts of the problem solving strategy, evaluating if students understand it and can successfully use the strategy, and reteaching it to students who need more support. The ultimate goal is for students to be able to use the problem solving strategy independently without support.	Academic Support Program	08/29/2016	06/01/2018	\$0	No Funding Required	Principal, Teachers, Instructional Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide literacy coaching for teachers.	Two building literacy coaches will work with a literacy cohort during the 2016-17 school year. They will meet in a group and individually to provide support and growth opportunities for our teachers.	Professional Learning, Academic Support Program	09/02/2016	06/01/2018	\$500	Principal, literacy coaches (2), participating teachers
Total					\$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide math reasoning professional development for teachers.	Provide time for teachers to deliberately study mathematical reasoning strategies monthly at PD sessions.	Academic Support Program	09/07/2016	05/23/2018	\$500	Principal, identified math PD leaders, math teachers
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Create a plan that provides research based strategies for building academic vocabulary and background knowledge in subgroups and implement the plan.	After exploring best practices, lay out an implementation plan that specifies how teachers will be trained, how the strategies will be implemented with students, the frequency of the use of the strategies, and a progress monitoring method to determine if the strategies are effective.	Behavioral Support Program, Academic Support Program	01/02/2017	06/01/2018	\$0	Principal, teachers, instructional support staff
Identify teachers strong in mathematical reasoning.	Identify Jerry Ross teachers who are able and willing to help other teachers become stronger at teaching math reasoning to students.	Academic Support Program	04/15/2016	09/02/2016	\$0	Principal, Jerry Ross Leadership Team, grade level leaders

Jerry Ross Goal-Action-Plan 2015-2018 (1)

Jerry Ross Elementary School

Schedule Teacher Training for Academic Vocabulary and Reading Comprehension with Math	Teachers and instructional support staff will explore effective instructional strategies for teaching academic vocabulary and decoding and comprehending multi-step math problems.	Professional Learning	05/10/2016	05/01/2017	\$0	Principal, School Improvement Team, ELL Support Staff
Directly instruct students on how to utilize the four step plan.	Teachers will directly instruct students in how to effectively utilize the four step problem solving strategy. This will be done on an ongoing basis in math classes. This will include modeling all parts of the problem solving strategy, evaluating if students understand it and can successfully use the strategy, and reteaching it to students who need more support. The ultimate goal is for students to be able to use the problem solving strategy independently without support.	Academic Support Program	08/29/2016	06/01/2018	\$0	Principal, Teachers, Instructional Support Staff
Provide ongoing professional development in best practices in literacy to all teachers.	Literacy coaches will provide quarterly professional development in balanced literacy best practices.	Professional Learning, Academic Support Program	05/05/2016	06/01/2018	\$0	Principal, literacy coaches, teachers, instructional support staff
Total					\$0	

Professional Development Plan

School Name: Jerry Ross Elementary School			Monitoring	
Professional Development Goal: Elementary teachers improve their skills to teach the literacy continuum.			Student Achievement	1. Star Reading
			Data Sources	2. mClass TRC
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.			Teacher Implementation	1. Attendance
			Data Sources	2. Coaching sessions 3. Training sessions
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: Jerry Ross Elementary School			Monitoring	
Professional Development Goal: Elementary teachers improve their skills teaching English/Language Arts.			Student Achievement	1. ISTEP+ ELA
			Data Sources	2. Star Reading 3. mClass TRC
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.			Teacher Implementation	1. Attendance
			Data Sources	2. Observations
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: Jerry Ross Elementary School			Monitoring	
Professional Development Goal: Elementary teachers improve their skills for students to deepen understanding.			Student Achievement Data Sources	1. ISTEP+ ELA and Math 2. Star Reading and Math
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.			Teacher Implementation Data Sources	1. Attendance 2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Read, understand and discuss the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	Principals	Director of Curriculum	None	2015-2016
Read the Curriculum and Instruction Newsletter for Elements 17, 18, 19, 20 “Essential for Achieving Rigor” by Robert Marzano	Principals and K-5 teachers	Assistant Director of Curriculum	None	2015-2016
Read, understand, discuss, implement the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	K-5 Teachers	Principals	None	2015-2016, 2016-2017, 2017-2018

School Improvement Action Plan 2016-2018 School Years

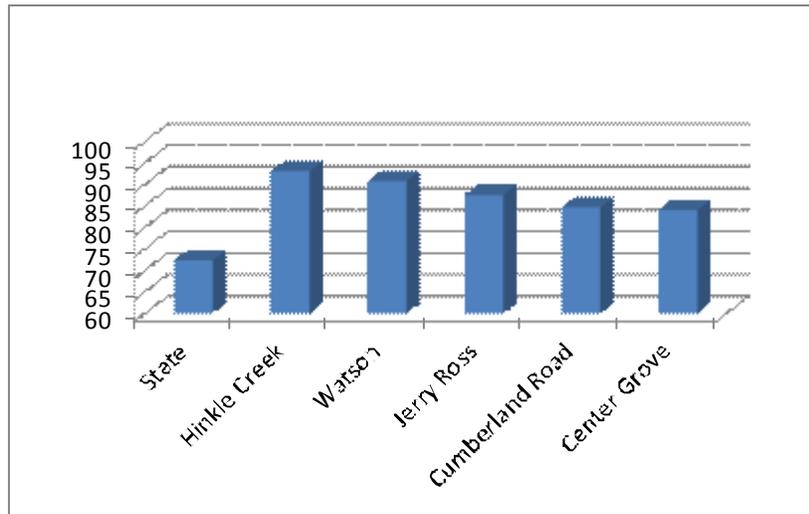
School: Jerry Ross Elementary School

Date: February 2016

<p>Goal Statement: All students will improve their general understanding of math concepts and problem solving skills. Essence (two or three specific skills):</p> <ol style="list-style-type: none"> 1. Students will approach math problems using critical thinking skills and logic, improving their ability to choose between relevant and irrelevant information in multi-step problems. 2. Students will develop perseverance and confidence solving multi-step problems. 3. Students will improve in their math fluency and retention of basic math skills and vocabulary. 					
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> 1. Overall Math ISTEP scores are slightly lower than E/LA. 2. Academic standards in math are lower than E/LA. 3. Over 25% of all problem solving applied skills questions earn a score of zero. 4. Per teacher observations, students languish while solving multi-step math problems. 	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> 1. ISTEP Test 2. Acuity Assessments 3. Formative and Summative Math assessments 	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> 1. Formative Math Questions 2. Math quizzes and tests 			
<p>Benchmark: 90% of all students will pass and/or show growth on the math portion of the ISTEP test. 50% of our students will earn pass+ on the ISTEP test in math. Acuity Assessment scale scores will improve.</p>					
<p>Strategy/Intervention #1 Provide ongoing professional development in best practices in math instruction.</p>		<p>Research supporting this strategy/intervention: What Works Clearinghouse, NCTM</p>			
<p>Activities to implement the intervention (including professional development) such as:</p> <ol style="list-style-type: none"> 1. Provide all-staff math professional development: Have expert teachers provide math methods training every month during PD time. 2. All teachers will observe a minimum of one complete math lesson per school year. This can be done during a live observation or an online video math lesson from The Teaching Channel or the Marzano Research Laboratory. 3. Provide opportunities for teachers to attend math professional development workshops, such as LEARN Academies or observing teachers at other schools 		<p>Person(s) Accountable</p>	<p><u>Timeline</u> Begin End</p>	<p>Resources</p>	
		Teachers, Principal	September 2016	June 2018	Collaboration time, math problem solving resources
		Teachers, Principal	September 2016	June 2018	Time, compensation for substitute teachers
		Teachers, Principal	September 2016	June 2018	Money for math professional workshops, compensation for substitute teachers

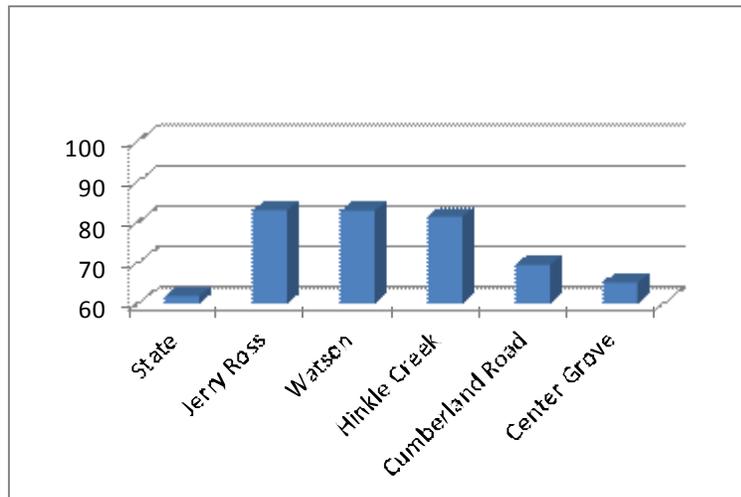
League School Comparison

2015 3rd Grade ISTEP: English Language Arts



87.6% of Jerry Ross 3rd graders passed the ISTEP+ English/Language Arts assessment in 2015. While this exceeds the state average by 15%, we still placed in the middle of our league schools. This is baseline data as the test was new and much more rigorous than previous ISTEP+ assessments. We are expecting gains as our school improvement plan targets literacy best practices.

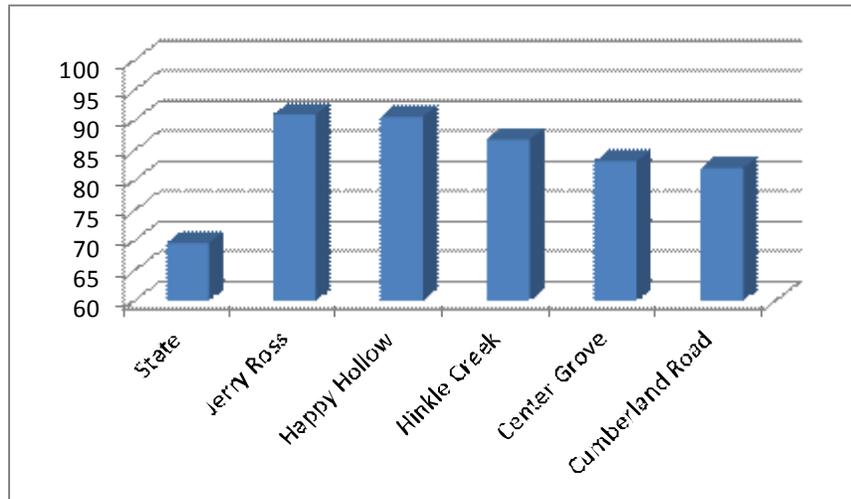
2015 3rd Grade ISTEP: Math



Math scores were much lower than English Language Arts for the state and all individual Indiana schools. However, Jerry Ross scores were at the top of the league by a little over 1% at 3rd grade. Our school improvement plan targets multi-step problem solving in response to the new rigorous college and career readiness standards. Our expectation is that our students will continue to grow and show improvement in 2016.

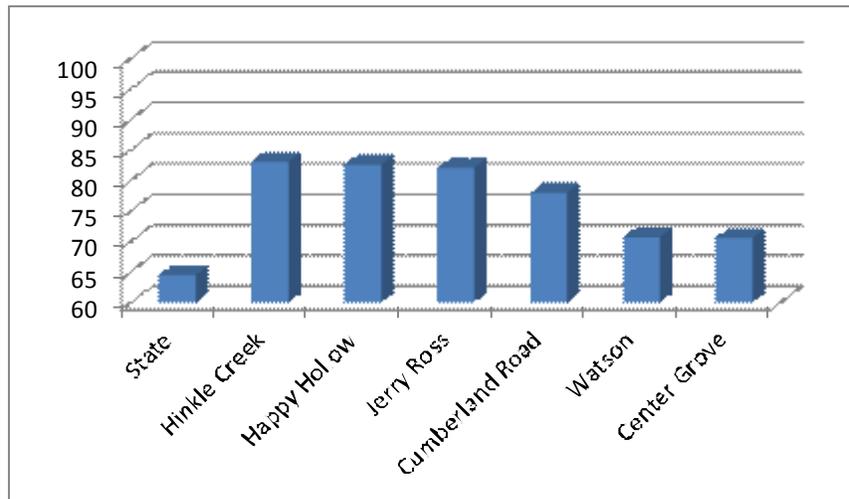
League School Comparison

2015 4th Grade ISTEP: English Language Arts



91% of all 4th graders passed the 2015 ISTEP+ assessment. This is over 20% above the state average and places us at the top of our league schools. Our school improvement focus has been on equipping students as critical thinkers and readers of all text.

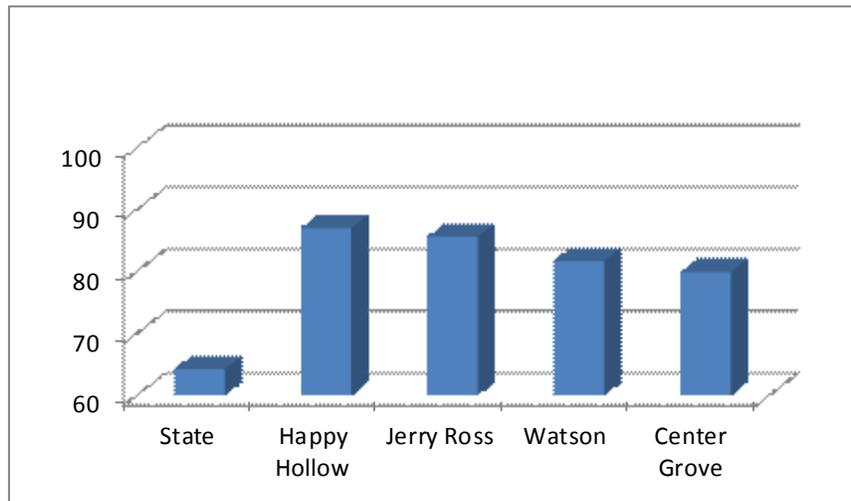
2015 4th Grade ISTEP: Math



Our 4th grade math scores were also almost 20% above the state average at 82.1%, just 1% lower than our highest league school. We have noticed that our English Language Arts scores at all three grades were much higher than our math scores. We attribute this to the strong literacy school improvement efforts and document a need to increase the intensity of our math interventions, professional development, and strategies.

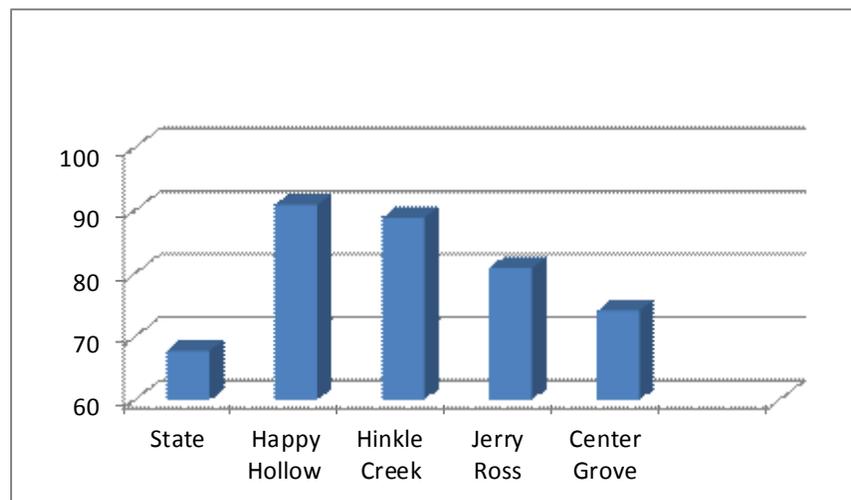
League School Comparison

2015 5th Grade ISTEP: English Language Arts



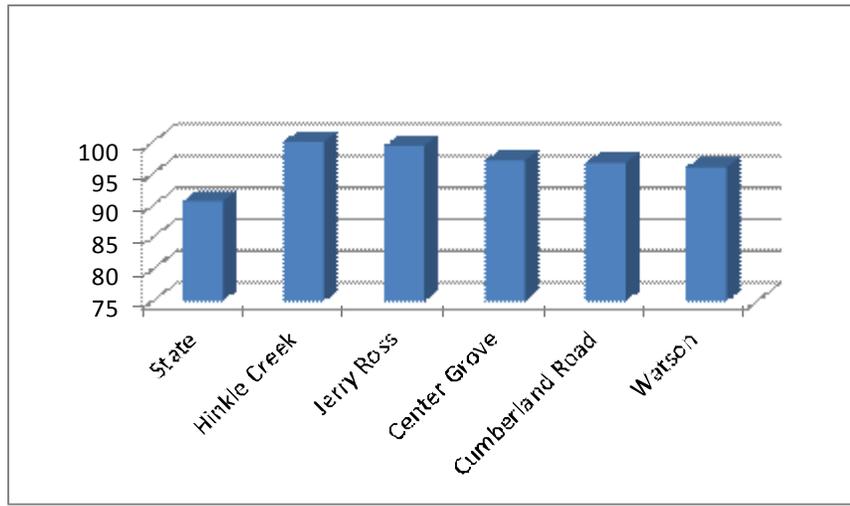
Once again our 5th graders scored over 20% above the state average at 85.7% in English Language Arts. We were slightly below the top scoring school in our league. We will continue our emphasis on balanced literacy strategies and expect our students to improve in 2016.

2015 5th Grade ISTEP: Math



The trend of higher English Language Arts scores than math scores continues with 5th grade. While our 5th graders scored higher than 13% of the state average, we are clearly weaker in math than English Language Arts. This will be addressed in our 2016 school improvement plan.

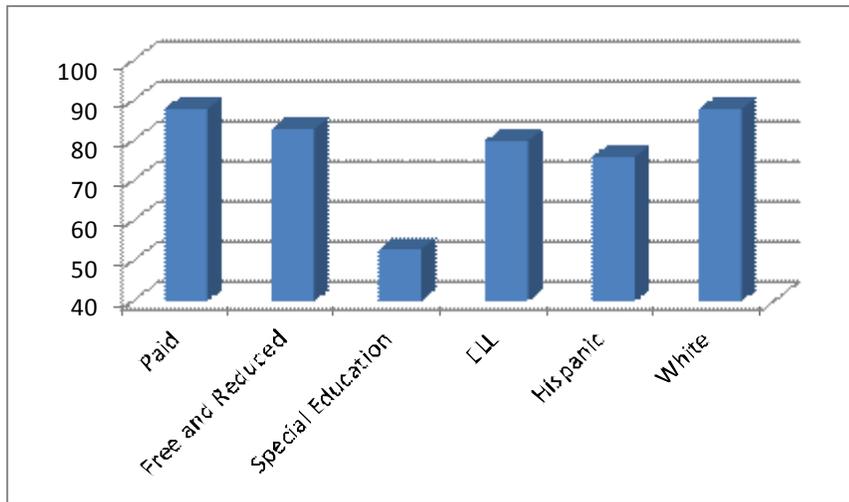
League School Comparison 2015 IREAD-3 League Data



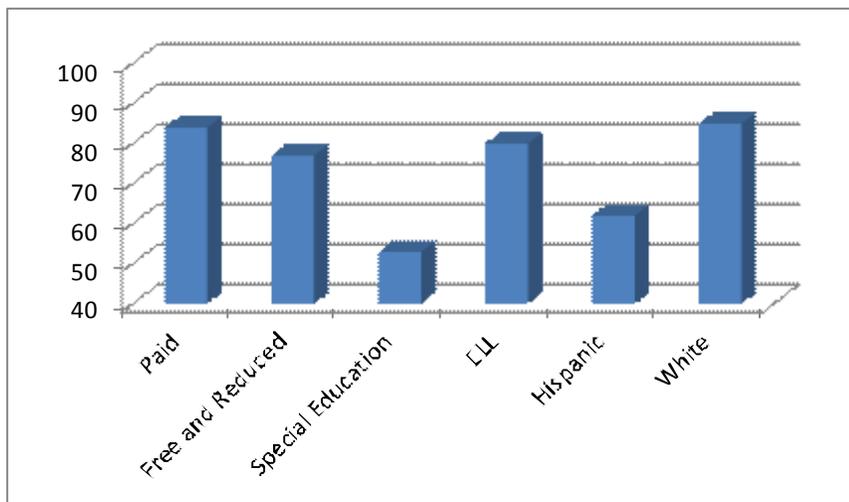
Our 3rd graders continue to excel on the IREAD-3 3rd grade reading test. In 2015, 99.4% of our students passed the IREAD-3 test. This is up 4% from 2012.

2015 Jerry Ross ISTEP+ Disaggregated Data

3rd Grade ISTEP+ Language Arts



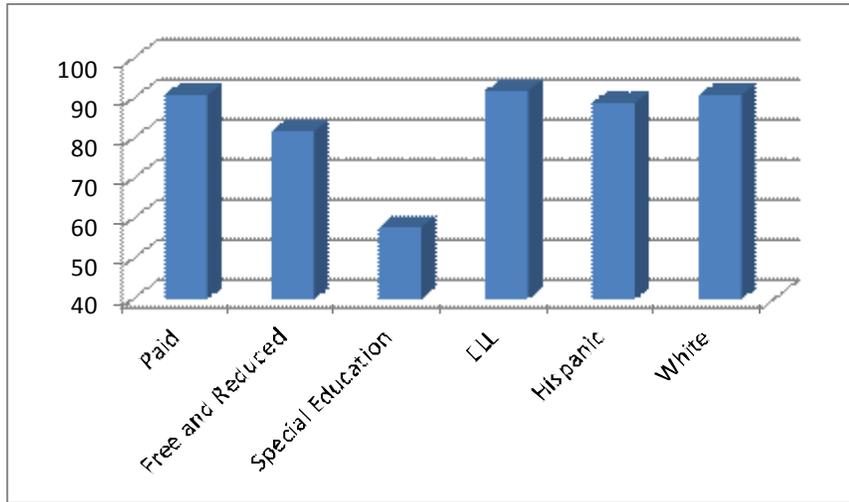
3rd Grade ISTEP+ Math



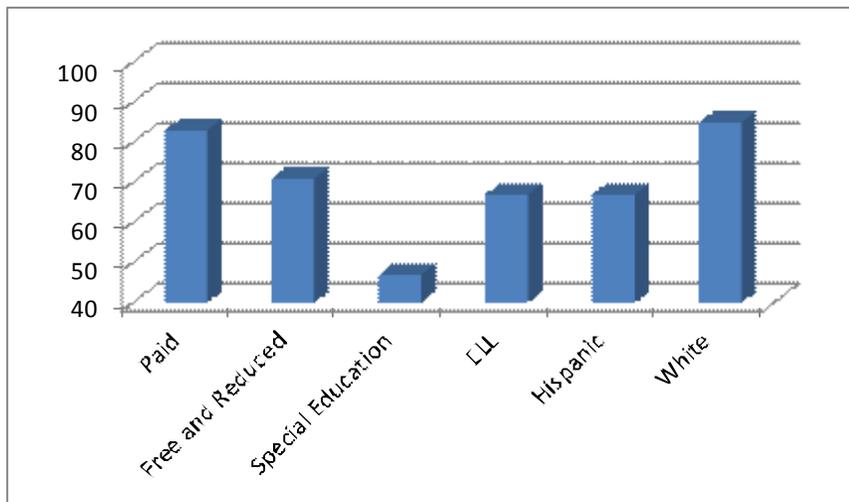
There is a minimal gap between students on paid and free/reduced lunch at 3rd grade. Our special education population performs far below that of the general education population in both ELA and Math. Our Hispanic population continues to increase and there is a gap between the Hispanic population and the white population of students. However, the ELL students perform similarly to students in the general education. The majority of our Hispanic students do not receive ELL services.

2015 Jerry Ross ISTEP+ Disaggregated Data

4th Grade ISTEP+ Language Arts



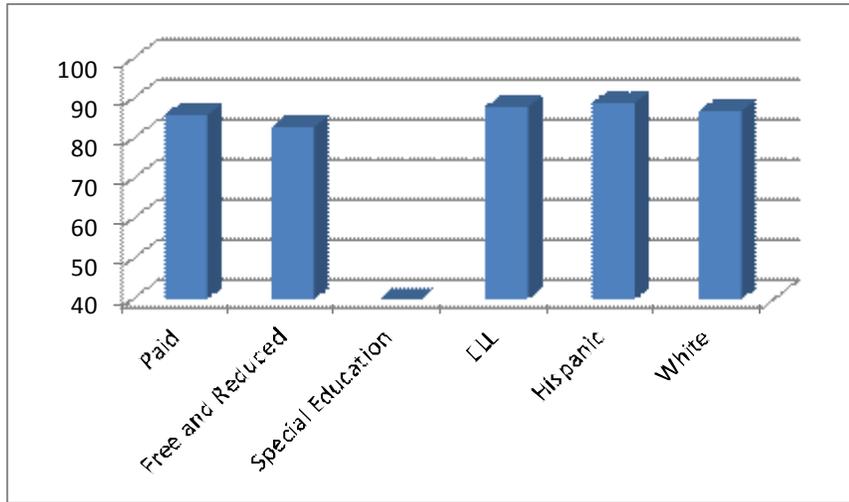
4th Grade ISTEP+ Math



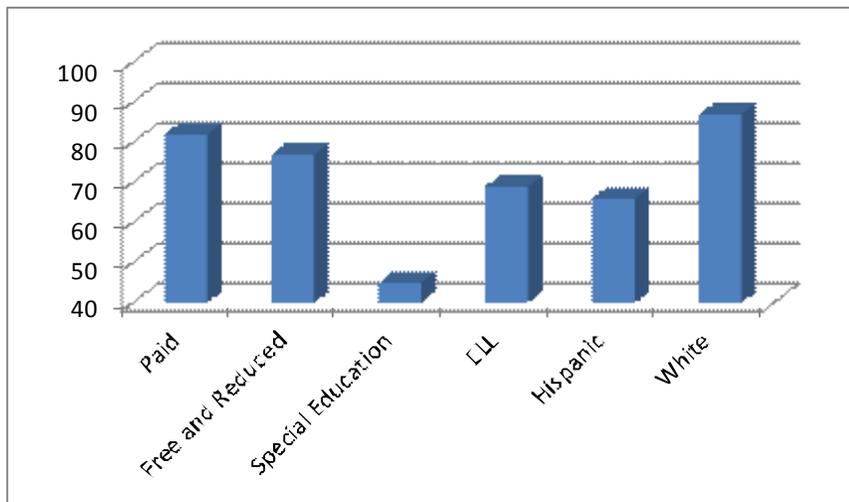
Our 4th grade Hispanic and ELL students excelled in English Language Arts compared to 3rd and 5th grade. We will watch next year to see if this is a cohort trend or an actual 4th grade trend. The students in our subgroups performed at a much lower percentage than our paid, general and white population in math.

2015 Jerry Ross ISTEP+ Disaggregated Data

5th Grade ISTEP+ Language Arts



5th Grade ISTEP+ Math



Our ELL and Hispanic students struggle more in math than they do in English Language Arts. This trend is evident at all three grade levels and will be addressed by our school improvement team, RTI/ELL team, and school leadership team.