



Indiana School Improvement Plan

Timothy Ball 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?

Timothy Ball Elementary School is one of seven elementary schools in the Crown Point Community School Corporation. Enrollment as of February 19, 2016, was 491 students. Timothy Ball is a Title I school and has the second largest percent of Free/Reduced students in the corporation. We host a self-contained K-5 ED program with 6 students remaining in that environment. It should be noted that the self-contained special needs room, at times, has students in the regular setting for portions of the school day. The total number of students in the self-contained room does not represent the number of students serviced by the ED teacher and staff. The total number of students receiving ED services is approximately 25. Timothy Ball participates in a High Ability program. There are currently 14 fourth grade students and 12 fifth grade students in the program. The High Ability program consists of enrichment in the regular classroom along with pullout sessions. In addition to our ED program and Title I program, we are starting to see a new challenge emerge for our school: transient students. We are starting to track new enrollments and withdrawals in a school year. In 2014-2015 we saw more than 100 new students cross our doorstep and over 80 students withdraw. (this does not include incoming K and exiting 5th)

The city has a population of approximately 28,000. It is mostly a homogenous community when it comes to race with 88% of the inhabitants being white, which is slightly over the state average. 91% of the population have a high school degree and 29% have a Bachelor's degree or higher.

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.

The mission of Timothy Ball School is to provide opportunities for students to develop personal pride, integrity, responsibility and respect through the learning process while expanding the individual educationally, socially, culturally, and technologically, through positive example and quality commitment of parents, community and staff.

VISION

The Timothy Ball School Community is a school community empowering students to be life-long learners through high behavioral and academic expectations.

WE BELIEVE:

- In providing opportunities for students to be successful by meeting their individual needs.
- That all members of the Timothy Ball School Community are treated with respect and dignity.
- That education is a life-long process that is the shared responsibility of the home, school, and community.
- In the individuality of every student and their ability to learn.
- That positive student attitude should be fostered through their involvement in the learning process.
- In the value of teachers and their professional judgment.
- That school should provide a safe, healthy, environment for each student that is conducive to learning.
- That technology is a vital element in the teaching/learning process.
- That school should provide opportunities for students to successfully adapt to a rapidly changing global community.
- In the constant review and upgrading of curriculum.
- In creating partnerships with the community.
- In facilitating opportunities for personal and professional growth.
- That a student should be taught strategies for learning and appropriate decision making.

Our functions can be best described by our school slogan. All aspects of our school serve to develop one of the three fitness areas.

SCHOOL SLOGAN:

Timothy Ball students are FIT FOR LIFE

by developing: Academic Fitness-Physical Fitness-Social Fitness

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.

Our most notable achievements have been in the increasing performance on our ISTEP+ growth scores in both the pass and pass+ categories. There has been a significant increase in the number of pass+ scores, especially in Math. Math seems to be our strong suit as a school. Meanwhile, ELA achievement scores on state standardized tests are not as high as we would like them to be. We feel we are on the right path for a correction this year as we have adjusted the use of reading incentive programs within our school and launched a new 1:1 student computer program with a newly designed ELA curriculum. Other notable achievements are receiving an "A" grade from the state of Indiana for the last 7 years, developing a strong/systemic RTI program, introducing a PBS program that is run by a part-time paraprofessional, hosting numerous philanthropic events in our school, and hosting the local Spell and Math Bowl competitions for the last 17 years. Furthermore, we have just introduced a new Student Advocacy Program called "Bulldog Buddies". Here students are paired with a staff member for 5 straight years in order to ensure that there is some one other than the homeroom teacher who has a strong connection with every student. Bulldog Buddies meets 7 times a year and utilizes Career Cruising software. In the future we would like to strengthen our Special Needs programming, student support systems, and Reading and Math performance across all grades.

Additional Information

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

The only additional information that we would share is the evolution of our new teacher evaluation system. Rooted in research from Dr. Robert Marzano, our school corporation will be utilizing the iObservation tool and will focus on 6 specific elements as we continue to nurture and grow this evaluation process. It is a bit daunting for all involved as we are all learning together moving forward. There is much potential for this program as it provides a nice platform for dialogue on relevant topics that are based on research. Combined with the new state accountability law for student performance, it has been the largest K-12 initiative in the history of our school corporation.....until now. A final note must be added about our CP2.0 one-to-one student computer ratio. Every student in grades K-12 has a Chromebook and has access to newly designed curriculum maps, supportive software, and progress monitoring system. CP2.0 is now THE largest corporation-wide effort in the history of our school corporation.

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) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •regularly scheduled: <ul style="list-style-type: none"> -staff meetings -PTA meetings -specific committee/event meetings -surveys 	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"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •-State Curriculum <ul style="list-style-type: none"> -CP2.O curriculum -PBS program -Bulldog Buddies Program -Fit For Life Program 	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 •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •-updated SIP Plan -professional development plan -grade level team meetings -special interest committees 	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.

Standard 1 shows strength in all areas of this standard. Central office leadership, local building leadership, and faculty/staff members meet, plan and discuss shared goals, visions and efforts that are all focused on student achievement. These meetings, discussions, and communications happen with intent and are held on a regular basis throughout the year. These events are becoming enriched as the corporation develops a common vocabulary and description of student learning targets through the Common Core and Robert Marzano literature, and the newly created CP2.0 curriculum modules. In the past, these discussions, conclusions, and vocabularies might have contained unique local meaning and application in each building. We are beginning to see a more universally accepted vision and direction evolve. A challenge that we must solve to continue to improve here is in the area of specials. Given that we share specials teachers, there is not a set schedule for them to meet and collaborate like grade level teachers within the same building are able to. We try to free them up on Wednesdays to meet occasionally, but we have not come up with a solution to this challenge yet.

Standard 2: Governance and Leadership

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

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •School handbooks •Teacher iObservation software -Safety protocols -Curriculum development protocols -Facility use protocols 	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 •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •school board meetings -school board retreats -GCN tutorials -external safety, accounting, and facility audits -long range planning for facilities, curriculum, and budgets 	Level 4

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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 •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •-monthly leadership meetings -walk and talks to share local efforts -breakfasts to share local efforts -tasty tidbits to share local efforts 	Level 4

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 •-Fit For Life Programs -Faculty Meetings -Focus Group Meetings -Grade Level Meetings -RTI meetings 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Communication plan •-PTO meetings -special event meetings with stakeholders -meetings with local foundation leadership -school board retreats that gather community input 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports •Faculty and staff engage in meaningful discussions and experiences all stemming from the Art and Science of Teaching by Robert Marzano. The school corporations evaluation tool is based on Marzano software and principles. Teachers rotate between a formative and summative evaluation every four years. -iObservation tool -domain 1 characteristics -Marzano/Haitte discussions 	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.

This standard area also shows strength. Central office leadership and building leadership strive to provide high expectations for student learning processes but still allow for much autonomy in bringing these processes to life in the classroom. Communication and celebration of successes is articulated through faculty meetings, grade level meetings, board meetings, board retreats, media releases, and websites. A considerable amount of resource has been dedicated to professional development in the areas of , technology, Literacy Coaching, On-line curriculum development, Student Crisis Management, and School safety. Despite the lack of funding coming from the state, our corporation continues to excel in finding opportunities to advance faculty and staff knowledge. There is a concern of the presence of sufficient staffing in

some areas but not in others. Specifically at Timothy Ball: custodians (there is a general consensus that some of the basic cleaning and upkeep has fallen off, due to custodial shortages/cutbacks) and special needs staff.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 4.0

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 schedules •Course descriptions •Descriptions of instructional techniques •The curriculum can found in any of the following locations: <ul style="list-style-type: none"> -DOE Website -Textbooks -BUZZ learning management system -Learning Goals and Scales Documents -Indiana Academic 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 •Products – scope and sequence, curriculum maps •-regular CP2.0 curriculum build meetings -builder access to faculty feedback -semi-annual semester curriculum review meetings 	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 •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 •Faculty and staff engage in best practice, high affect size instructional techniques. The research based practices can be found in John Hattie's book, "Visible Learning" The information from this text and the Marzano software provide the foundation for our instructional practices. <ul style="list-style-type: none"> -iObservation Domain 1 data -high affect size discussions on classroom practice 	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"> •Curriculum maps •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 •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •-iObservation feedback to staff <ul style="list-style-type: none"> -Domain 1 descriptors available to staff -Literacy Coach classroom observations -sharing successful practice at faculty meetings -Learn Academy courses on best practice 	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 •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration <ul style="list-style-type: none"> -faculty meetings -grade level meetings -corporation horizontal articulation meetings -CP2.0 build and feedback meetings -weekly PLC meetings 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •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 •-iObservation results -Literacy Coach observations and meetings -New Teacher Academy 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •-parent teacher conferences (99% attendance rate) -RTI meetings with parents -quarterly progress reports -open house -family literacy nights -individual parent conferences -weekly parent contacts are documented by faculty and staff 	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 •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •-implementation of Bulldog Buddies program -ccSpark software houses student adviser rosters -regularly scheduled Bulldog Buddies day with best practice curriculum 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •-new Kindergarten report card -BUZZ online gradebook 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Faculty and Staff professional development topic include, but are not limited to: <ul style="list-style-type: none"> -guided reading -literacy tools (Jr. Great Books, RAZ Kids, Fountas and Pinnell, BURST, High Noon) -math tools (Dreambox, FASST math, Odyssey math) -CP 2.0 Buzz supportive software and links throughugh...cant think of our web navigation tool..... 	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"> •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •-regular RTI meetings -intervention inventory kept up to date -teacher led general education intervention -PBS supports through Second Steps -level system in special needs rooms 	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.

This is a strong area for our school and our corporation. Given the changes in curriculum over the last 5 years with full day Kindergarten and the transition from State Standards to Common Core, the faculty and staff has been able to plan accordingly to ensure strong learning

experiences are created in the classrooms. Regular meetings at each grade level, refresher courses on teaching strategies, curriculum maps provided by our office of curriculum and instruction, and planning sessions across grade levels have helped this area remain strong, especially with the launching of CP2.0 teacher created curriculum. The evolution of iObservation will help our schools discuss and document best practices more effectively, with the overall goal being the improvement of student learning. The new teacher orientation programming has been a very positive addition over the last 5 years. Our staff believes that this particular area has outpaced the improvements in the support of current staff. However, a new learning academy has been created for current staff to take classes offered by our own teachers in areas of interest. This standard should continue to improve and remain strong over the years to come.

Standard 4: Resources and Support Systems

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

Overall Rating: 4.0

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •-regular staffing meetings in late spring and early fall -special needs staffing meetings -Title I budget meeting twice each year 	Level 4

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"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •the maximum amount of supports are provided to schools through general fund or special funding sources (title I, II, etc): -Dreambox -Fasst Math -Odyssey Math -NatGeo -RAZ kids -Brain Pop -Spelling City -STAR software -Acuity software -ccSpark -eBooks 	Level 4

Indiana School Improvement Plan

Timothy Ball Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or 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"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes •All schools regularly participate in: <ul style="list-style-type: none"> -lock downs -fire and storm drills -safety training -CPI training -external facility audits from local fire department -local table top training led by school resource officer -safety specialist certification training -playground equipment safety audits -facility space efficiency audits -alcohol and tobacco surveys -sharing of local sex offender data -bus safety checks -discipline data reviews 	Level 4

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"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •-CP2.0 curriculum build involving supportive resource bundles <ul style="list-style-type: none"> -grade level meetings to determine tools best suited for student population -staff access to online content (assuming responsible use, i.e. YouTube) 	Level 4

Indiana School Improvement Plan

Timothy Ball Elementary School

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 •Assessments to inform development of technology plan •Policies relative to technology use •-1:1 student device ratio -improved and enhanced network to handle online traffic -local student device replacement/repair -multiple network checks to assure successful technology operation -upgrading classroom standard technology in all classrooms (flat screen tv, doc camera, lcd projector, wireless network, teacher computers) -security camera system in all buildings -fob entry for all buildings allowing for secured doors at all times -new crisis badges worn by chosen staff 	Level 4

Indiana School Improvement Plan

Timothy Ball Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •-School wide PBS program led by in-house PBS paraprofessional -Second Steps program for proactive crisis management -PAWS program celebrating good citizenship -New Student Groups to support new families to TBall -Reading Buddies -Power Paws where students in need read to dogs -Bulldog Buddies student Advocacy program driven by Career Cruising -On site Home School Facilitator -RTI program that addresses academics AND behaviors through progress monitoring and best practice intervention 	Level 4

Indiana School Improvement Plan

Timothy Ball 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"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •-extensive RTI system addressing behavior and academics -IEP meetings that involve outside entities when necessary (MAAP services) -in house Home School Facilitator -social skills curriculum offered through PBS program -social skills curriculum offered through ED program -school-wide PAWS program celebrating good citizenship -Career Cruising software that creates student profile based career based interests 	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 facilities are well maintained, clean, and inviting, and above all, SAFE. Recent upgrading of campus camera systems and entry Sallie Ports have greatly increased our school security. Qualified support-staff members are hired when needed and appropriate training of those staff members are offered. Examples at Timothy Ball would be RDS training for secretaries and treasurers, compliance training for nurses, and CPI training for all members in our building that help in crisis given our student population. There has been improvement recently in the area of supporting student emotional needs by adding a PBS paraprofessional in every elementary building and a home-school facilitator servicing all elementary buildings. These supports are over 3 years old now and are starting to take root in each elementary school. Ongoing training, discussions, and professional development sessions are underway to ensure its future effectiveness. An additional item that has made this standard very strong is our technology. Timothy Ball is maintained with top notch technology and feels that this resource is vital to providing meaningful learning experiences and support for our students. Every teacher, student, and support staff member has their own device to access to provide and support a high quality learning experience for students. The recent launch of CP2.0 1:1 student device ratio has led us into a slight implementation dip with technology use. However, within the first semester, faculty and staff agree that the presence of technology in the hands of every learning is becoming more natural each week. Continuous collaborations, training, and planning sessions will ensure that we remain on a positive trajectory in this area.

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: 4.0

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 •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Crown Point elementary schools utilize the same assessment tools and schedule for implementation. The battery of assessments includes: <ul style="list-style-type: none"> -ISTEP -IREAD -mClass Reading -mClass Math -Early STAR Literacy -STAR reading -STAR math -Acuity -Terra Nova -In View -CogAT -WIDA -ISTAR -Aimsweb -Fountass and Pinell Leveled Literacy 	Level 4

Indiana School Improvement Plan

Timothy Ball Elementary School

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"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •-regular data analysis during grade level meetings -RTI committee works with staff to gather necessary data to build successful support plans -RTI meetings are held twice a week with parents to review/revise/develop plans -behavioral and academic data are used for RTI meetings, IEP case conferences, behavior plans, and general ed interventions -data also drives scheduling, student movement around the building, parent drop off and pick up, and evacuation procedures 	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 regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data •-RTI committee leads staff meeting to discuss collection, preparation, and presentation of data -staff policy to collect data for 6 weeks and change intervention if necessary prior to referral -school psychologists aid in staff understanding of data use -regular grade level meetings to analyze and interpret data 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures 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"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •-all staff members utilize data tracking mechanisms with all students -students track, share, and celebrate growth toward learning goals -school corporation benchmarks are shared by all elementary schools for BOY, MOY, and EOY assessments -additional screenings are used to determine eligibility into HA programs and special needs programs 	Level 4

Indiana School Improvement Plan

Timothy Ball Elementary School

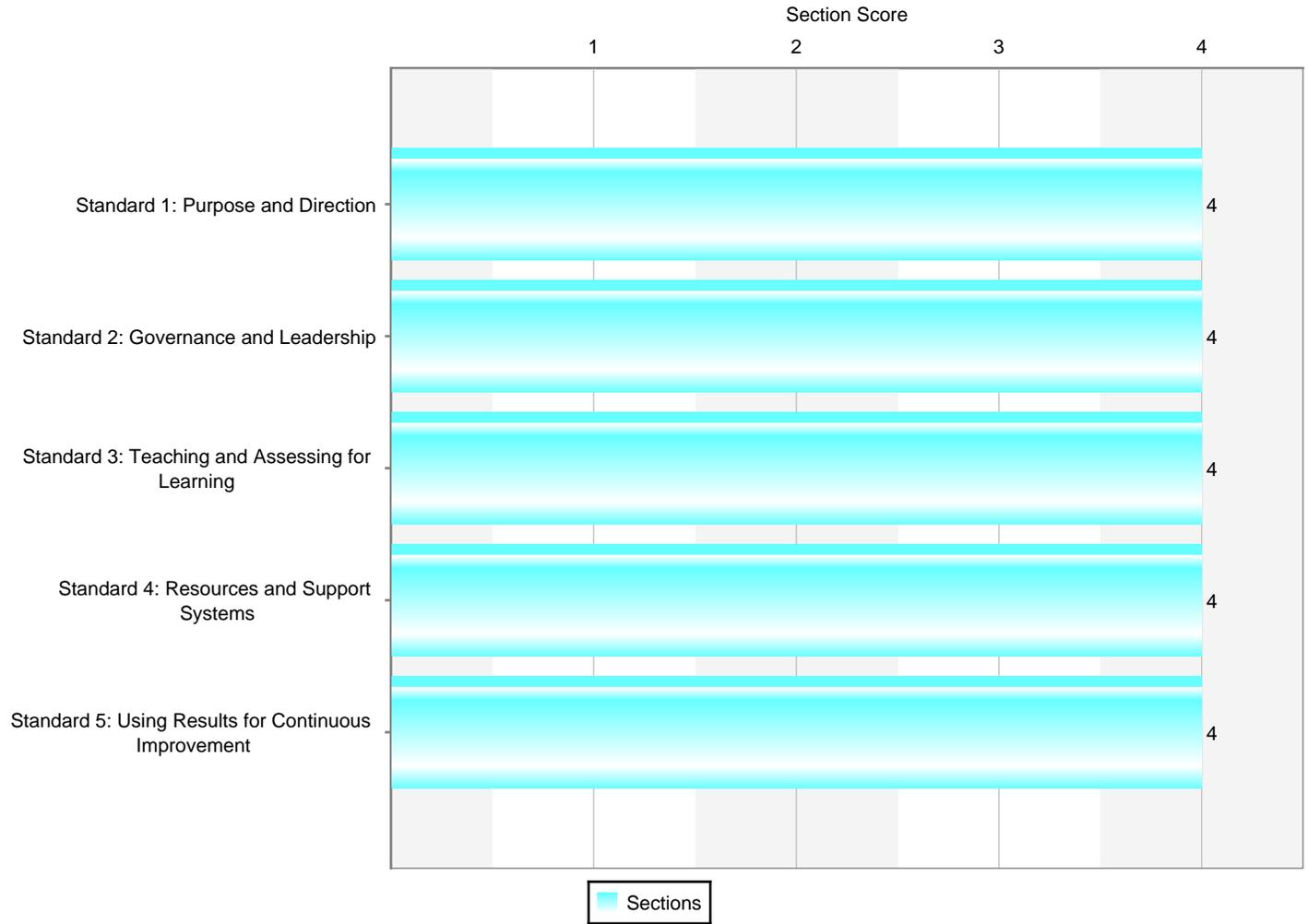
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •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 •-annual school board reports presented to school board -school board reports are shared online with school community -school improvement plans, action plans, and professional development plans are shared online with school community -weekly school newsletters and announcements provide stakeholders with current information 	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.

This area has truly evolved into an area of strength over the last 5 years. The elementary schools have a specific set of assessments and data that are regularly reviewed to drive instruction and track student progress. Benchmark assessments and progress monitoring are now regular practices in all elementary buildings. We have developed a strong collection of best-practice interventions used with our students in need. Each year our staff members are becoming more skilled on the use of this data to ensure proper support, instruction, and intervention for continued growth. The creation of CP2.0 assessments and resources has only improved this area for our faculty, staff, and students. We pride ourselves on a strong tiered support system driven by data and supported by staff and Title I resources. Our RTI system involves meeting with 4 families every week and sharing data, progress, and support system success or failure with them.

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		TBall student performance data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

Timothy Ball has a goal of 90% proficiency in ELA and Math. We are not consistently hitting this mark in each of these content areas in all grades. However, we are starting to hit this target more frequently each year. Our areas that were above expected levels of performance were Math passing rates overall, Math Pass+ rates in Grade 5, and Math growth rates in Grade 5.

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

Overall, the trend for ELA and Math has been positive. Looking at our growth graphs this can be seen in our "bubble path" over the year. 2013 was a unique year that has not matched our trend over time. If there is a clear increase that is most noticeable it would be Pass+ rates overall. Pass+ rates have been trending upward over the last 5 years in all grades.

Which area(s) indicate the overall highest performance?

The highest overall performance is in the area of Pass+ Math Grade 5.

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

There are no significant sub-groups showing increasing performance. Overall, our school's ISTEP+ "bubble path" shows a trend for increasing growth in all grades with a slight increase in achievement in all grades. Again, the 2013 data does not match this trend overall.

Between which subgroups is the achievement gap closing?

This is a challenging area for us in that we do not have significant subgroups, according to the state's qualifiers. The subgroups that we track most closely are gender, special needs, and free and reduced lunch. These groups have shown improvement along with the entire population.

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

Although not as clear as ISTEP+, Pass Plus rate growth can also be seen in Acuity Data over the last three years.

Areas in Need of Improvement

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

Overall, Timothy Ball performs a bit lower in ELA than in Math. With our goal for ELA and Math achievement being 90%, we do not hit this mark as frequently in ELA as we do in Math. This trend is starting to become more significant in grade 4

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

Overall performance in comparison to other grades and league scores: Grade 4 performance in ISTEP ELA and Math.

Which area(s) indicate the overall lowest performance?

ELA has been the area of lowest performance overall.

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

There are no significant sub-groups showing decreasing performance. Overall, our school's ISTEP+ "bubble path" shows a trend for increasing growth in all grades with a slight increase in achievement in all grades. However it is clear that we perform at a slightly lower level in ELA. Our data analysis does reveal that boys perform lower than girls in ELA and our Free and Reduced Lunch/Special Needs populations are at greater risk of not achieving benchmark status. Our fourth grade performance, as a subgroup, has shown decreasing performance.

Between which subgroups is the achievement gap becoming greater?

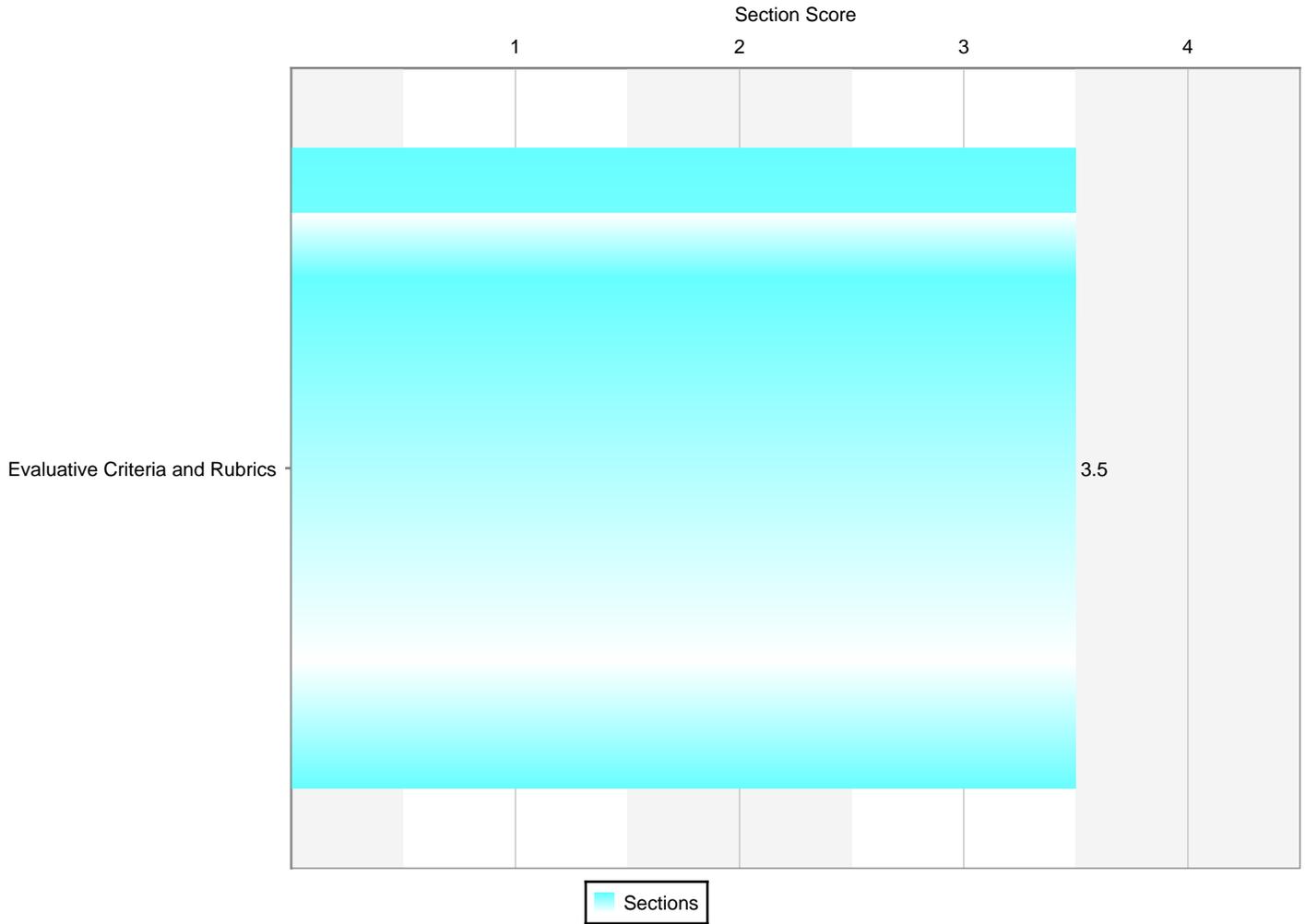
Males show the lowest performance in Language Arts, but the trend is not becoming greater.

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

Acuity scores confirm lower Language Arts performance in comparison to Math and low Language Arts performance for males.

Report Summary

Scores By Section



Timothy Ball Goal-Action-Plan 2015-2018

Overview

Plan Name

Timothy Ball Goal-Action-Plan 2015-2018

Plan Description

College and career ready students in reading and math.

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 Timothy Ball will be proficient readers.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$8000
2	All students at Timothy Ball will be proficient at math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$5000

Goal 1: All students at Timothy Ball will be proficient readers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency at or above state and local benchmarks in English Language Arts by 06/01/2018 as measured by ISTEP, mCLASS, STAR Reading.

Strategy 1:

Guided Reading - Teachers will create leveled grouping of students that will engage in a reading activity that allows the teacher to make strategic teaching decisions, on the student's level, in small group, guided portions of their reading block.

Research Cited: CLEAR

Evidence of success: STAR and mCLASS benchmark assessments and annual ISTEP/iREAD assessments.

Activity - Guided Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in best practice Guided Reading	Academic Support Program	08/19/2015	06/01/2017	\$3000	General Fund	Office of Curriculum and Instruction Local Literacy Coaches Faculty and Staff Building Principal

Activity - Students will engage in daily guided reading lessons during literacy block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled groups of student will engage in a small group reading activity that allows the teacher to make strategic instructional decisions on reading technique of each student.	Direct Instruction, Academic Support Program	08/19/2015	06/01/2018	\$0	No Funding Required	homeroom teacher, interventionists, special needs licensed teachers

Strategy 2:

Teachers will best practice methods with high effect size. - Teachers will implement strategies from Learning Sciences International Domain 1, Design questions 1 and 3. Specifically, learning goals and scales, tracking student progress, examining similarities and differences, examining errors in reasoning, practicing skills and strategies, and revising knowledge.

Research Cited: John Hattie, Robert Marzano

Evidence of success: classroom observations during reading blocks, feedback from iObservation data collection

Indiana School Improvement Plan

Timothy Ball Elementary School

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet to discuss reading block activities, protocols, and behaviors.	Behavioral Support Program	08/19/2015	12/16/2016	\$0	Other	Faculty and staff will utilize allocated minutes each week to complete this activity. No funds or release time is needed for this activity.

Activity - Implementation of best practice activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implements practices discussed in reading block planning meetings. (paired reading, Readers Theater, robust classroom libraries, classroom routines, data collection and student progress tracking)	Direct Instruction, Academic Support Program	08/19/2015	06/01/2018	\$0	No Funding Required	homeroom teachers, interventionists, literacy coaches, special needs staff

Strategy 3:

CP2.0 Curriculum Review - Regular planning, building, and adjustments to CP2.0 ELA curriculum will take place at each grade level.

Research Cited: What Works Clearinghouse, CLEAR, Jr. Great Books

Evidence of success: STAR and mCLASS benchmark assessments and ISTEP/iREAD assessments. Notes and minutes from CP2.0 builds and restructures will also serve as measurement tools.

Activity - Personalized Learning ELA Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet and communicate regularly to make improvements to Personalized Learning ELA curriculum in the learning management system to align to learning goals and create and adapt for unique student needs.	Academic Support Program	01/04/2016	06/01/2018	\$5000	General Fund	CP2.0 builders, curriculum review volunteers, faculty and staff

Goal 2: All students at Timothy Ball will be proficient at math.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency Meet local benchmarks and state benchmarks in Mathematics by 06/01/2018 as measured by STAR math, mCLASS math, ISTEP.

Strategy 1:

Core Math Curriculum Fidelity - Teachers will utilize Everyday Math strategies with fidelity.

Research Cited: What Works Clearinghouse

Evidence of success: STAR Math, mCLASS math, ISTEP scores

Activity - Math Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a 60 minute daily math block.	Academic Support Program	08/19/2015	06/01/2018	\$0	No Funding Required	Faculty, support staff, building principal

Strategy 2:

Personalized adaptive math instruction - students will utilize adaptive software for math instruction that will allow them to grow on their personalized path and at their personalized pace.

Research Cited: SREE

Evidence of success: Dreambox usage data, STAR Math, mCLASS math, ISTEP

Activity - Dreambox Usage Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will review Dreambox usage on a quarterly basis	Academic Support Program	01/01/2016	06/01/2018	\$0	No Funding Required	Faculty, staff, building principal

Activity - Dreambox will be utilized by students 120 minutes per week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly for Dreambox data review to provide intervention, instructional support, and math feedback to students.	Academic Support Program	08/19/2015	06/01/2018	\$0	No Funding Required	homeroom teachers, special needs staff, title I staff

Strategy 3:

Personalized Learning Curriculum Review - Crown Point Math Builders will complete and refine the Personalized Learning Math Curriculum along with supportive tools and assessments.

Research Cited: What Works Clearinghouse

Indiana School Improvement Plan

Timothy Ball Elementary School

Evidence of success: Build meetings, faculty meetings, grade level meetings, curriculum review meetings

Activity - Personalized Learning Math Build Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will meet regularly to build and refine the Personalized Learning Math curriculum.	Academic Support Program	01/04/2016	06/01/2018	\$5000	General Fund	Office of curriculum and instruction, building principal, Math build team, Math review volunteers, faculty and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalized Learning ELA Curriculum Review	Teachers will meet and communicate regularly to make improvements to Personalized Learning ELA curriculum in the learning management system to align to learning goals and create and adapt for unique student needs.	Academic Support Program	01/04/2016	06/01/2018	\$5000	CP2.0 builders, curriculum review volunteers, faculty and staff
Guided Reading Training	Train teachers in best practice Guided Reading	Academic Support Program	08/19/2015	06/01/2017	\$3000	Office of Curriculum and Instruction Local Literacy Coaches Faculty and Staff Building Principal
Personalized Learning Math Build Meetings	Faculty and staff will meet regularly to build and refine the Personalized Learning Math curriculum.	Academic Support Program	01/04/2016	06/01/2018	\$5000	Office of curriculum and instruction, building principal, Math build team, Math review volunteers, faculty and staff
Total					\$13000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Timothy Ball Elementary School

Grade Level Collaboration	Grade level teams will meet to discuss reading block activities, protocols, and behaviors.	Behavioral Support Program	08/19/2015	12/16/2016	\$0	Faculty and staff will utilize allocated minutes each week to complete this activity. No funds or release time is needed for this activity.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dreambox Usage Review	Grade level teams will review Dreambox usage on a quarterly basis	Academic Support Program	01/01/2016	06/01/2018	\$0	Faculty, staff, building principal
Math Block	Teachers will implement a 60 minute daily math block.	Academic Support Program	08/19/2015	06/01/2018	\$0	Faculty, support staff, building principal
Implementation of best practice activities	Teachers will implements practices discussed in reading block planning meetings. (paired reading, Readers Theater, robust classroom libraries, classroom routines, data collection and student progress tracking)	Direct Instruction, Academic Support Program	08/19/2015	06/01/2018	\$0	homeroom teachers, interventionists, literacy coaches, special needs staff
Students will engage in daily guided reading lessons during literacy block	Leveled groups of student will engage in a small group reading activity that allows the teacher to make strategic instructional decisions on reading technique of each student.	Direct Instruction, Academic Support Program	08/19/2015	06/01/2018	\$0	homeroom teacher, interventionists, special needs licensed teachers
Dreambox will be utilized by students 120 minutes per week	Teachers will meet weekly for Dreambox data review to provide intervention, instructional support, and math feedback to students.	Academic Support Program	08/19/2015	06/01/2018	\$0	homeroom teachers, special needs staff, title I staff
Total					\$0	

Conclusion

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

Professional Development Plan

School Name: Timothy Ball 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: Timothy Ball 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: Timothy Ball 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



2015

3rd Grade ISTEP+ English/Language
Arts

Liberty	89.1%
North Grove	84.8%
Central	83.7%
Timothy Ball	83.2%
State	73.2%
White River	71.5%
Moran	69.0%

The above data depicts that the percentage of Tball third grade students passing the ISTEP+ assessment in the area of Language Arts far exceeds the State Average.



2015

3rd Grade ISTEP+
Math

Liberty	82.9%
Timothy Ball	79.2%
North Grove	76.8%
Central	74.3%
State	62.6%
Moran	61.4%
White River	59.7%

The above data depicts that the percentage of Tball third grade students passing the ISTEP+ assessment in the area of Math far exceeds the State Average and ranks high in our league of schools.



2015

3rd Grade

IREAD

Timothy Ball	98.0%
Liberty	97.7%
Central	95.1%
North Grove	95.0%
Moran	94.3%
White River	93.2%
State	90.7%

The above data depicts that the percentage of Tball third grade students passing the IREAD assessment in the area of Language Arts far exceeds the State Average and first in our league.



2015

4th Grade ISTEP+ English/Language
Arts

Central	84.0%
Moran	78.5%
North Grove	76.3%
Liberty	72.4%
State	70.4%
White River	69.7%
Timothy Ball	62.3%

The above data depicts that the percentage of TBall fourth grade students passing the ISTEP+ assessment is lowest in the league and below the state average. This pattern of a "4th grade dip" in student performance is a concern of our school's.



2015

4th Grade ISTEP+
Math

Central	86.2%
Moran	80.0%
Liberty	78.6%
State	65.2%
North Grove	64.6%
White River	63.1%
Timothy Ball	59.4%

The above data depicts that the percentage of TBall fourth grade students passing the ISTEP+ assessment is lowest in the league and below the state average. This pattern of a "4th grade dip" in student performance is a concern of our school's.



2015

5th Grade ISTEP+ English/Language
Arts

Central	92.40%
Timothy Ball	77.00%
North Grove	74.40%
Moran	67.70%
White River	65.60%
State	65.20%
Liberty	NA

The above data depicts that the percentage of Tball fifth grade students passing the ISTEP+ assessment in the area of Language Arts far exceeds the State Average and is near the top of the league.



2015

5th Grade ISTEP+
Math

Central	90.3%
Timothy Ball	87.1%
North Grove	81.2%
Moran	78.6%
White River	75.4%
State	68.4%
Liberty	NA

The above data depicts that the percentage of Tball fifth grade students passing the ISTEP+ assessment in the area of Math far exceeds the State Average, and is very close to leading the league. Grade 5 math scores high and stable over the years.

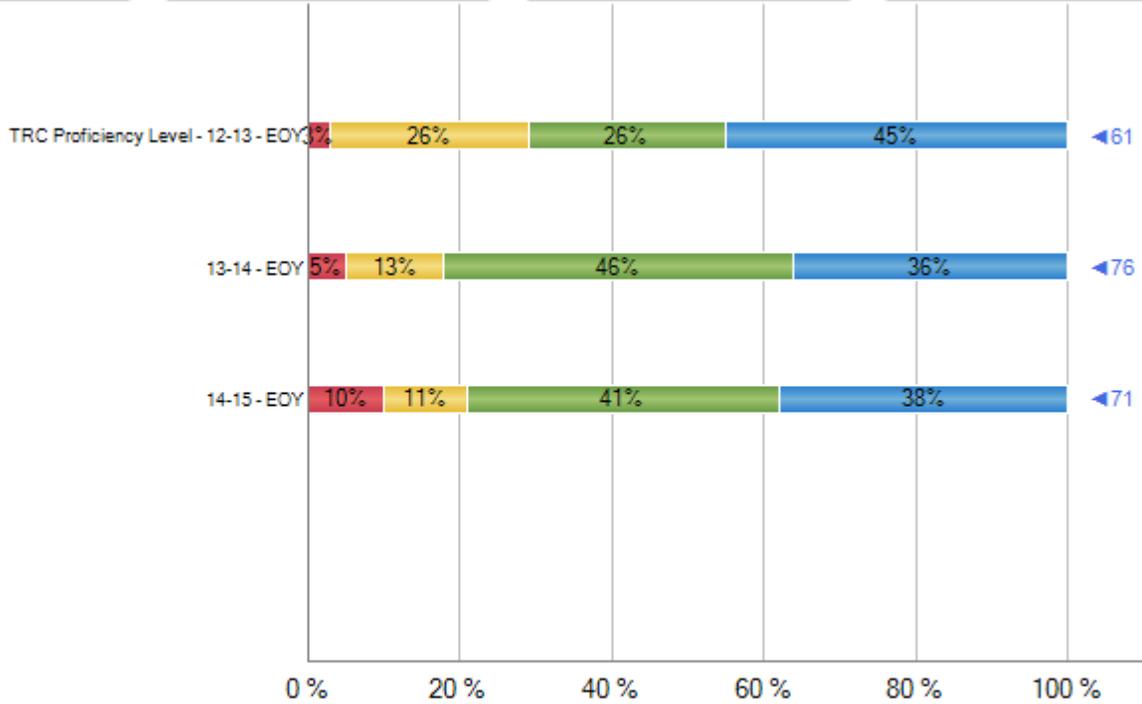
Comparing Measures on mCLASS:Reading 3D

By Grade For Gr K

Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Timothy Ball Elementary School Grade: K Subject: Official Class	Students enrolled on test day 3 Years 3 Periods *Refresh date: 02/27/2016	mCLASS:Reading 3D Grade K Assessment Measures ◀ Total Students Assessed Red Yellow Green Blue Not Determined

[▲ To Districts](#)
[▼ To Teacher](#)
[◀ To School](#)
[To Ethnicity ▶](#)



Institutions with no data are not included.

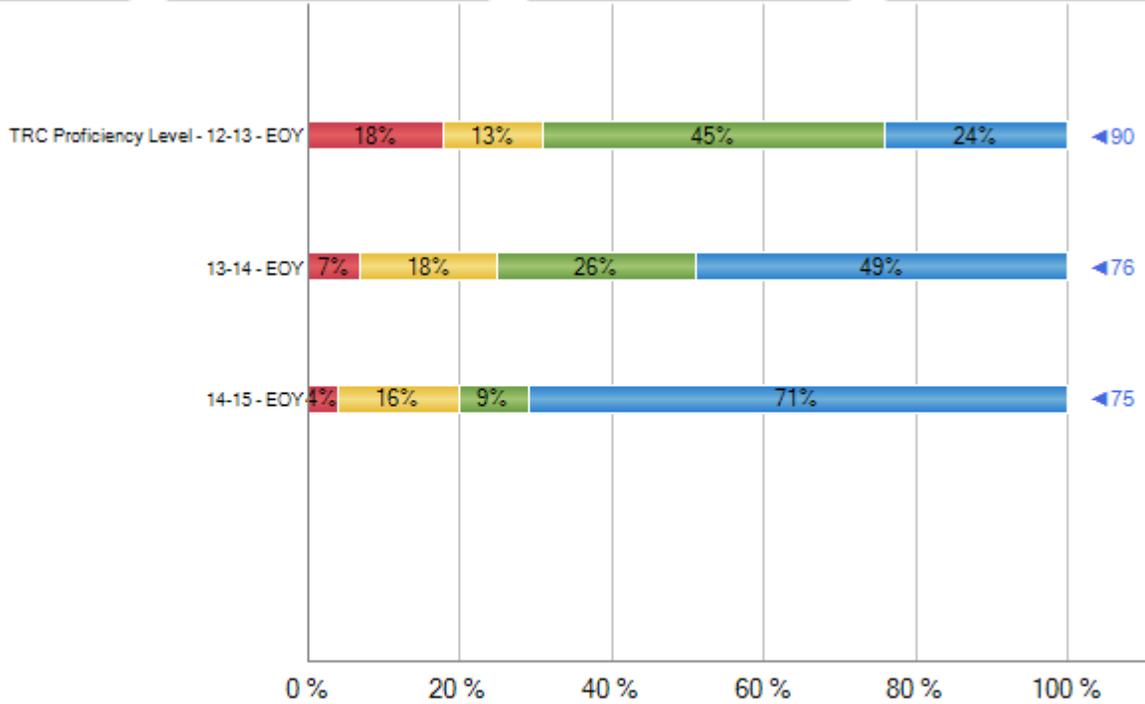
Comparing Measures on mCLASS:Reading 3D

By Grade For Gr 1

Crown Point Communit..., IN

Student Population	Time	Measure
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[▲ To Districts](#)
[▼ To Teacher](#)
[◀ To School](#)
[To Ethnicity ▶](#)



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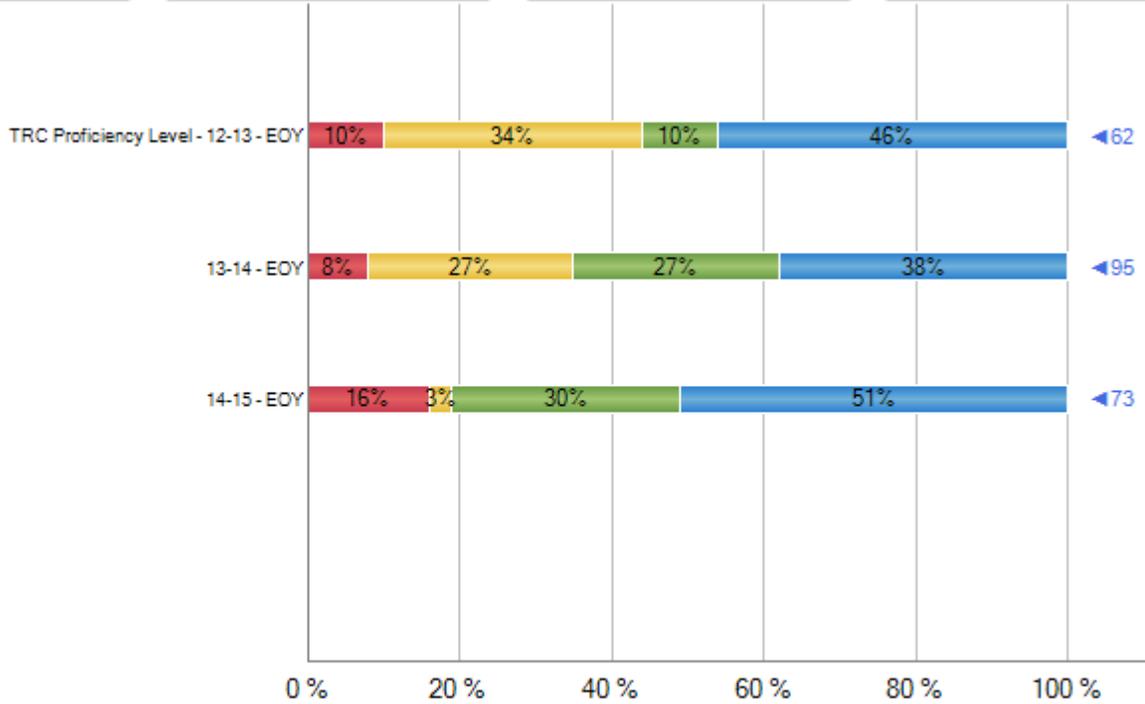
Comparing Measures on mCLASS:Reading 3D

By Grade For Gr 2

Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Timothy Ball Elementary School Grade: 2 Subject: Official Class	Students enrolled on test day 3 Years 3 Periods *Refresh date: 02/27/2016	mCLASS:Reading 3D Grade 2 Assessment Measures ◀ Total Students Assessed Red Yellow Green Blue Not Determined

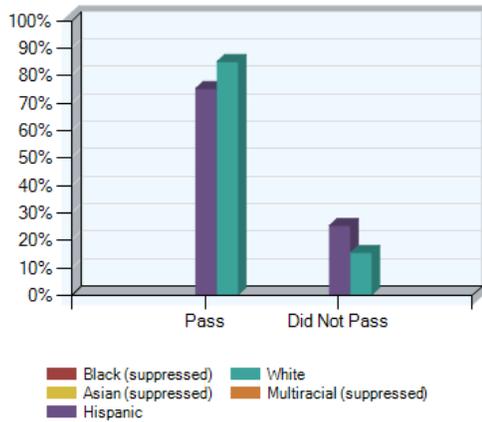
[▲ To Districts](#)
[▼ To Teacher](#)
[◀ To School](#)
[To Ethnicity ▶](#)



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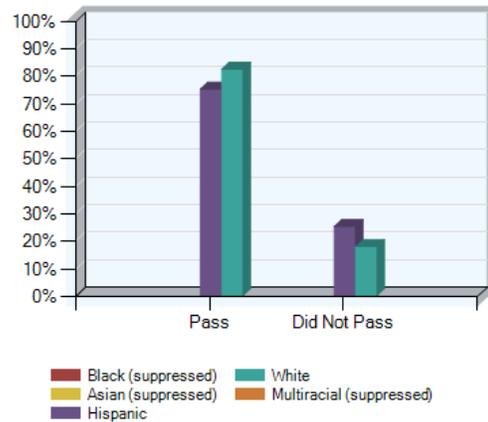
ISTEP ELA-gr 3

ISTEP+ 2014-15 Results by Ethnicity

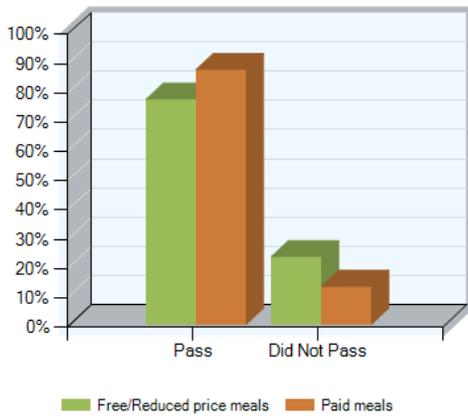


ISTEP MATH-gr 3

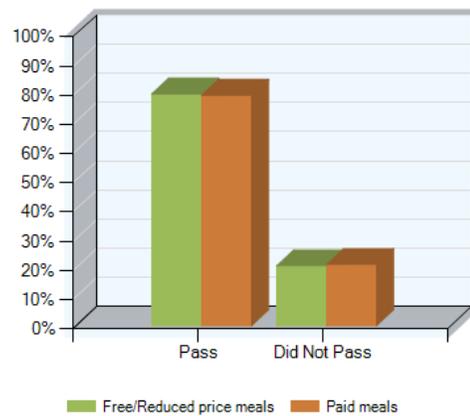
ISTEP+ 2014-15 Results by Ethnicity



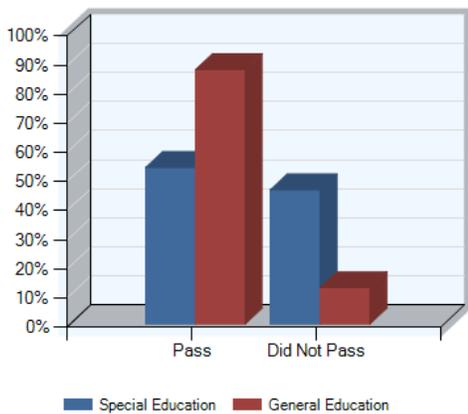
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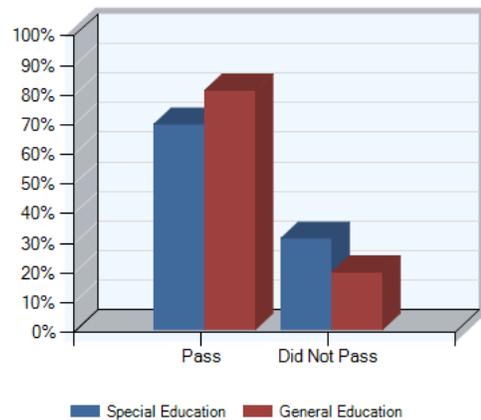
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ISTEP+ 2014-15 Results by Special Education



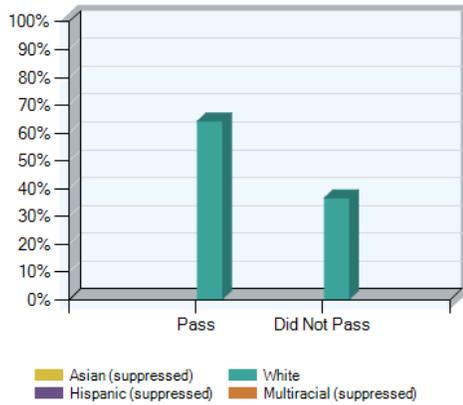
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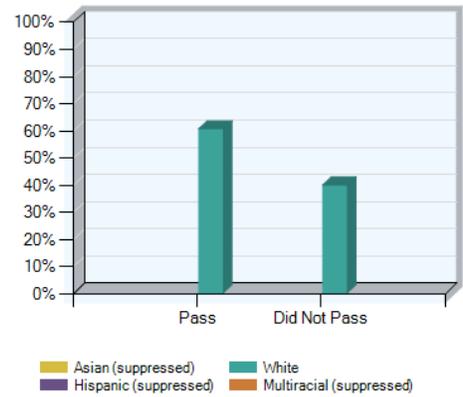
ISTEP ELA-gr 4

ISTEP MATH-gr 4

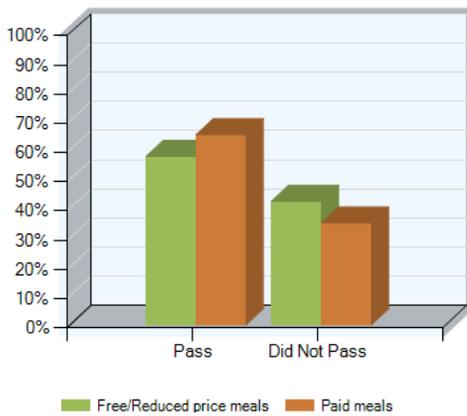
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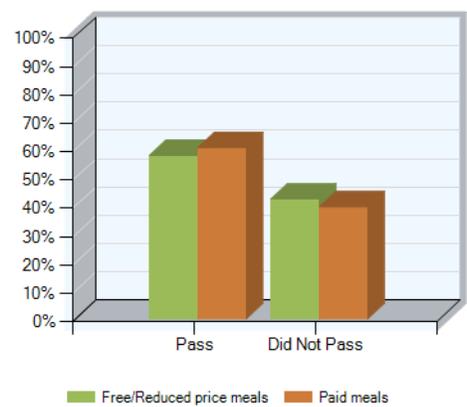
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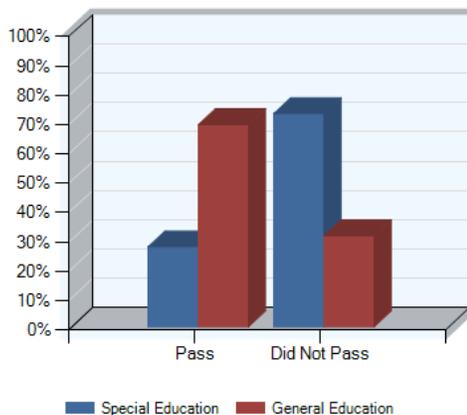
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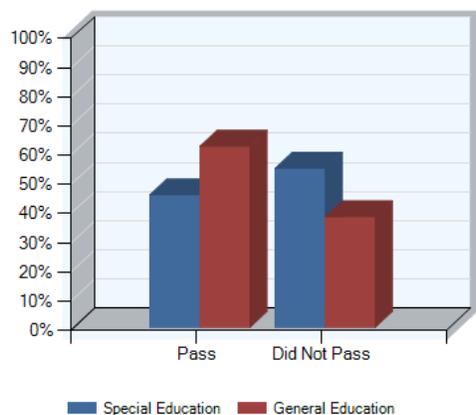
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ISTEP+ 2014-15 Results by Special Education



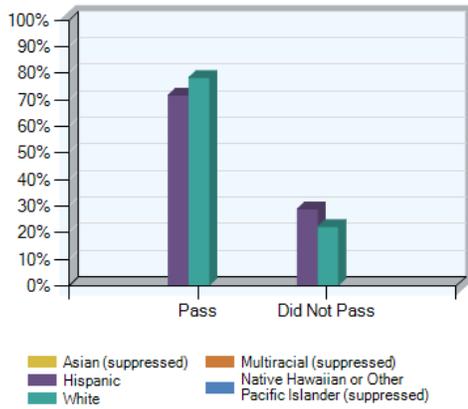
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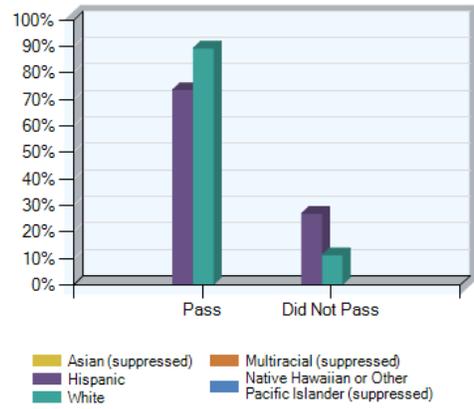
ISTEP ELA-gr 5

ISTEP MATH-gr 5

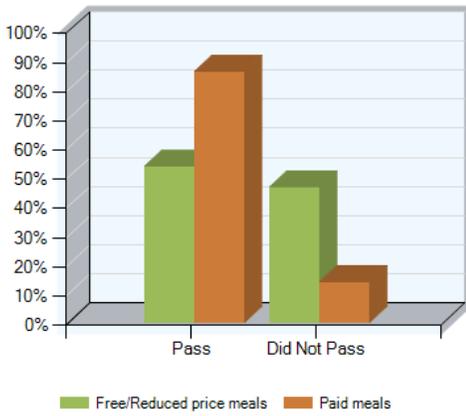
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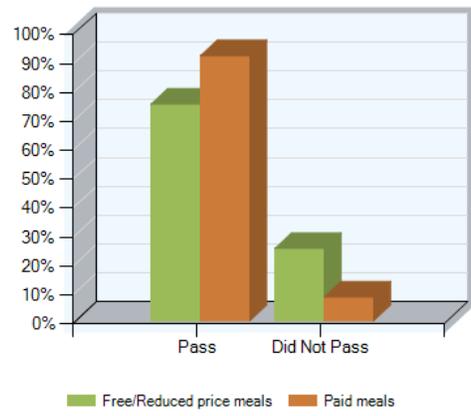
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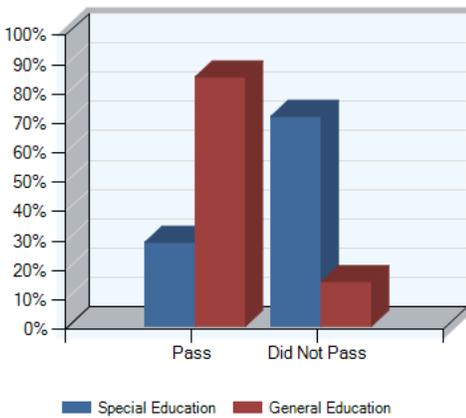
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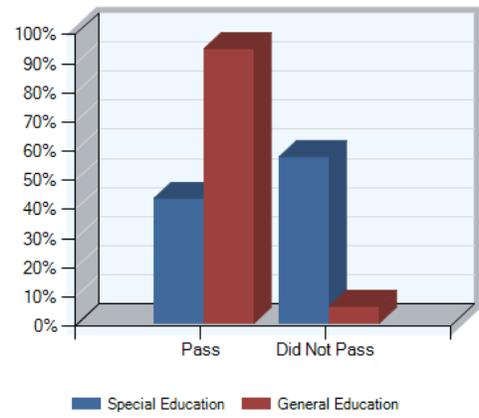
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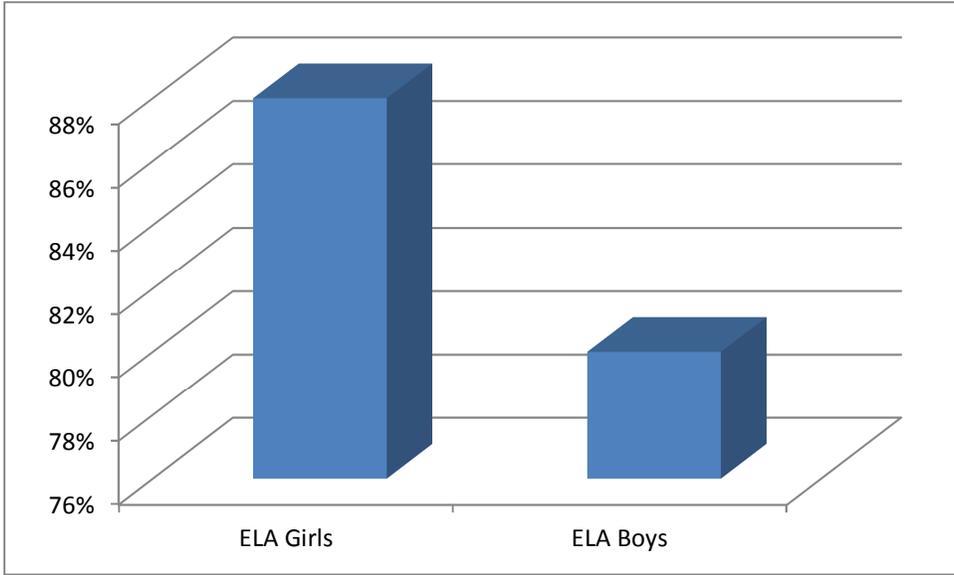
ISTEP+ 2014-15 Results by Special Education



ISTEP+ 2014-15 Results by Special Education



TBall ELA ISTEP Pass By Gender



TBall Math ISTEP Pass By Gender

