School Improvement Plan

Highland Park Elementary

Monroe County Community School Corporation

Ms. Margaret Dalnton, Principal
900 S Park Square Dr
Bloomington, IN 47403-1726
# TABLE OF CONTENTS

**Introduction** ................................................................................................................................................................................. 1

**Executive Summary**

Introduction .......................................................................................................................................................................................... 3

Description of the School ....................................................................................................................................................................... 4

School's Purpose .................................................................................................................................................................................... 5

Notable Achievements and Areas of Improvement .............................................................................................................................. 6

Additional Information .............................................................................................................................................................................. 7

**Self Assessment**

Introduction .......................................................................................................................................................................................... 9

Standard 1: Purpose and Direction ...................................................................................................................................................... 10

Standard 2: Governance and Leadership ......................................................................................................................................... 12

Standard 3: Teaching and Assessing for Learning .............................................................................................................................. 15

Standard 4: Resources and Support Systems .................................................................................................................................. 19

Standard 5: Using Results for Continuous Improvement ............................................................................................................... 22

Report Summary .................................................................................................................................................................................. 24

**Student Performance Diagnostic**

Introduction .......................................................................................................................................................................................... 26

Student Performance Data .................................................................................................................................................................... 27
Introduction

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.
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?

High expectations permeate the total instructional program at Highland Park Elementary. A focus on all areas of academic study helps to educate the whole child. Reading and mathematics receive a strong emphasis while high quality programs in other academic areas balance the curriculum. The school's enrollment is approximately 360 students in grades preschool through six. Highland Park has a varied population including, 1 Asian, 15 African American, 10 Hispanic, 2 Native American, 32 multi-racial, and 310 Caucasian students. We have 10 language minority students. Six of those students are native Spanish speakers, two are native Turkish speakers, one is Russian, and one Albanian. Our school has eighty-two exceptional learners who receive either speech or special education services. Two hundred nineteen students receive free or reduced price lunch.
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.

Mission Statement
We will educate and support our children to become responsible citizens and lifelong learners in our changing world.

Belief Statements
We believe all students can learn and will learn best when they are challenged in a safe, structured, well-defined learning environment.
We believe students, school, family, and community must work closely together as partners for the educational process to be a success.
We believe the need for collaborative and reflective time among teachers is an essential ingredient of instruction.
We believe a quality instructional program should include basic fundamental principles, while realizing each student is unique and helping him/her achieve their full potential.
We believe that instruction should include the use of innovative technology, which will meet the needs of students for future success.
We believe the curriculum should include appropriate teaching materials that will enable every child to develop academically, physically and emotionally to live successfully within a democratic society.
We believe clearly stated expectations and a consistent discipline plan are conducive to learning and result in increased student performance and achievement.
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.

Herman Scholars Tutor Program will begin in the 2014-2015 school year. This program will provide tutoring for students with their families. Preschool for Title I students will begin in the 2014-2015 school year. Other preschool opportunities at Highland Park include Headstart and Special Education Preschool.

Beginning the 2012-2013 school year, Highland Park instructional staff participated in weekly Professional Learning Communities (PLCs). The district ELA curriculum maps served as the resource for selecting standards indicators on which to focus instruction for student groups. Students met five days a week for at least 30 minutes each in the small focus groups during "Panda Time" for instruction on Indiana ELA standards indicators. Kindergarten, 3rd grade and 6th grade were able to have "Panda Time" daily for math as well. First, 2nd 4th and 5th graders had math Panda Time several times a week. These PLC times continue to improve to focus on student learning and interventions.
Additional Information

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

No additional information is required.
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: 2.0

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
<td>The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.</td>
<td>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present</td>
<td>Level 2</td>
</tr>
<tr>
<td>1.2</td>
<td>The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</td>
<td>Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.</td>
<td>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose</td>
<td>Level 2</td>
</tr>
<tr>
<td>1.3</td>
<td>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</td>
<td>School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.</td>
<td>•The school data profile •Agendas, minutes from continuous improvement planning meetings •The school continuous improvement plan</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The highest performance ratings were “The school 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” and “The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning” with ratings of 2.4.

Areas of needs improvement: The lowest performance rating was “The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success” with a rating of 2.

Actions to sustain the areas of strength: Highland Park Staff will continue to 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 by focusing on a commitment to shared values and beliefs about teaching and learning that is clearly evident in documentation and decision making.

Plans to improve the areas of need: Highland Park staff will improve the process for review, revision and communication of the school's purpose by using clear documentation and a record of the use and results of the process. The process will formalized and implemented with fidelity on a regular schedule, will includes participation by representatives selected at random from all stakeholder groups and the purpose statement will clearly focuses on student success.
Standard 2: Governance and Leadership

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

Overall Rating: 2.33

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management. | • Governing body policies, procedures, and practices  
• Staff handbooks  
• School handbooks | Level 2 |
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations. | • List of assigned staff for compliance  
• Proof of legal counsel  
• Assurances, certifications  
• Historical compliance data  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics | Level 2 |
| 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 generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership. | • Roles and responsibilities of school leadership  
• School improvement plan developed by the school  
• Agendas and minutes of meetings | Level 2 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The highest performance level was "Leadership and staff foster a culture consistent with the school's purpose and direction" with a rating of 2.61.

Areas of needs improvement: The lowest performance level was "The governing body establishes policies and support practices that ensure effective administration of the school" with a rating of 2.09

Actions to sustain the areas of strength: To continue a culture that is consistent with the school's purpose and direction, the Highland Park staff will adhere to the indicator that all stakeholders are collectively accountable for student learning.

Plans to improve the areas of need: To ensure that the governing body establishes policies and support practices that ensure effective administration of the school, the Highland Park staff will review and improve the policies and practices requiring and giving direction for professional growth of all 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: 2.08

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.1       | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | •Lesson plans  
•Learning expectations for different courses  
•Posted learning objectives  
•Representative samples of student work across courses  
•Descriptions of instructional techniques | Level 3 |
| 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. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | •Curriculum guides  
•Common assessments  
•Standards-based report cards  
•Products – scope and sequence, curriculum maps  
•Lesson plans aligned to the curriculum | Level 2 |
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes 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. | •Professional development focused on these strategies  
•Examples of teacher use of technology as an instructional resource | Level 2 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.4       | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. | •Curriculum maps  
•Supervision and evaluation procedures  
•Administrative classroom observation protocols and logs | Level 2 |
| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | •Common language, protocols and reporting tools  
•Agendas and minutes of collaborative learning committees  
•Examples of improvements to content and instructional practice resulting from collaboration | Level 2 |
| 3.6       | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. | •Examples of learning expectations and standards of performance  
•Examples of assessments that prompted modification in instruction | Level 2 |
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel. | •Professional learning calendar with activities for instructional support of new staff | Level 2 |
| 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 their children's education are available. School personnel provide information about children's learning. | •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days | Level 2 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

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

Areas of strength: The highest performance rating was "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" with rating of 2.63.
Areas of needs improvement: The lowest performance ratings were "All staff members participate in a continuous program of professional learning" and "Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning" with ratings of 1.97 & 2.07.

Actions to sustain the areas of strength: To improve and maintain the school's curriculum that 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, the Highland Park staff will focus on improving the curriculum and learning experiences in each course/class to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose.

Plans to improve the areas of need: To improve how all staff members participate in a continuous program of professional learning, the Highland Park staff will focus on the professional learning process so that it rigorously and systematically evaluates the professional learning for effectiveness in improving instruction, student learning and the conditions that support learning.

To improve the mentoring, coaching and induction program so that it supports instructional improvement consistent with the school's values and beliefs about teaching and learning the Highland Park staff will focus on how all school personnel are engaged in systematic mentoring, coaching and induction programs and that the process is consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. The process will set high expectations for all school personnel and include valid and reliable measures of performance.
Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

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

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

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

**Highland Park Elementary**

### Indicator 4.4

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | • Budget related to media and information resource acquisition  
• Data on media and information resources available to students and staff  
• Schedule of staff availability to assist students and school personnel related to finding and retrieving information | Level 3 |

### Indicator 4.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | • Technology plan and budget to improve technology services and infrastructure  
• Policies relative to technology use | Level 2 |

### Indicator 4.6

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | • Student assessment system for identifying student needs  
• Social classes and services, e.g., bullying, character education  
• List of support services available to students | Level 2 |

### Indicator 4.7

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | • List of services available related to counseling, assessment, referral, educational, and career planning  
• Budget for counseling, assessment, referral, educational and career planning  
• Description of IEP process  
• Description of referral process | Level 2 |

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

Areas of strength: The highest performance rating was "Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school" with a rating of 2.6.

Areas of needs improvement: The lowest performance rating was "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" with a rating of 2.19.

Actions to sustain the areas of strength: To improve and maintain instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school, the administrator will measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

Plans to improve the areas of need: To improve how 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, Besides the school district budget, sustainability will be sought through grants or community resources to fund all positions necessary to achieve the purpose and direction of the school.
## Standard 5: Using Results for Continuous Improvement

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

**Overall Rating: 2.2**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>•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</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>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.</td>
<td>Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.</td>
<td>•Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Professional and support staff are trained in the evaluation, interpretation, and use of data.</td>
<td>Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.</td>
<td>•Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The highest performance ratings was “Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders” with a rating of 2.75
Areas of needs improvement: The lowest performance rating is “Professional and support staff are trained in the evaluation, interpretation and use of data’ with a rating of 1.8.

Actions to sustain the areas of strength: To improve and maintain how leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders, the school leaders will regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Plans to improve the areas of need: To improve how professional and support staff are trained in the evaluation, interpretation and use of data, trainings will occur so that 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.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.33</td>
<td>Standard 2: Governance and Leadership</td>
</tr>
<tr>
<td>2.08</td>
<td>Standard 3: Teaching and Assessing for Learning</td>
</tr>
<tr>
<td>2.29</td>
<td>Standard 4: Resources and Support Systems</td>
</tr>
<tr>
<td>2.2</td>
<td>Standard 5: Using Results for Continuous Improvement</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Highland Park Student Performance Document</td>
</tr>
</tbody>
</table>

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
## Evaluative Criteria and Rubrics

Overall Rating: 3.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, &quot;must accomplish,&quot; instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td>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.</td>
<td>Level 3</td>
</tr>
<tr>
<td>4. Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

There are no areas above the expected levels of performance.

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

Language Arts (Comparisons are made between spring of 2012 scores to spring 2013 scores.)

Strengths

- 3rd graders scored extremely well, with a 93% pass rate.
- 3rd, 4th and 6th graders had higher scores than the previous year’s cohort.
- Students in the Free/Reduced subcategory had improved passing rates in 2012.

Mathematics (Comparisons are made between Spring 2011 scores to Spring 2012 scores.)

Strengths

- Each cohort improved their passing rates from the previous year.
- 6th grade students with special needs greatly improved their category’s passing rates.

Which area(s) indicate the overall highest performance?

Math achievement improved by 9.2%.

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

Free/Reduced in English/Language Arts and Math

Between which subgroups is the achievement gap closing?

Free and Reduced Lunch in Math and Language Arts

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

Yes
Areas in Need of Improvement

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

Special Education in Math and Language Arts

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

Special Education in Math and Language Arts

Which area(s) indicate the overall lowest performance?

Special Education in Math and Language Arts

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

Special Education

Between which subgroups is the achievement gap becoming greater?

Special Education

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

yes
Report Summary

Scores By Section

Evaluative Criteria and Rubrics: 3.5

Sections

1 2 3 4

School Improvement Plan
Highland Park Elementary

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
Stakeholder Feedback Diagnostic
Introduction

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Stakehold Feedback</td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

**Overall Rating:** 3.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Questionnaire Administration</td>
<td>All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.</td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>2.</strong> Stakeholder Feedback Results and Analysis</td>
<td>All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

Indicator 4.3 had the highest average score of 4.15, our parents believe that we provide our students with a safe, clean, and healthy environment.

Indicator 4.1 had an average score of 4.11, our parents believe that we have sufficient number of staff to fulfill their roles and responsibilities.

Indicator 3.5 had an average of 4.05, our parents understand and are aware that our teacher participate in collaborative learning communities to improve instruction and learning.

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

This is the first stakeholder survey we have given to parents of this depth, therefore we cannot establish a trend at this point.

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

Currently, Highland Park does not have any other stakeholder feedback sources.
Areas in Need of Improvement

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

Indicator 2.3 was our lowest score on the survey with 3.44. This indicator addresses how the governing body ensures that the school leadership has the autonomy to meet goals for achievement and manage day to day operations.

Indicator 3.10 was our second lowest score with 3.5. This indicator address the clarity of grading and reporting.

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

This is the first year that Highalnd Park has completed this survey, therefore we can not yet see a trend in the data.

What are the implications for these stakeholder perceptions?

Indicator 2.3 - The implication is that the school will provide clear information to parents as need and questions arise.

Indicator 3.10 - The implication is that we, as a school, need to be clear how we are communicating our grading and reporting system to parents. A central message sent out to all parent would help to clear up this information, ensuring that all parents hear the same message.

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

This survey was the only method that was used last year to gather stakeholder feedback.
Report Summary

Scores By Section

Evaluative Criteria and Rubrics - 3.5
Highland Park Elementary School Plan 2014-15
Overview

Plan Name

Highland Park Elementary School Plan 2014-15

Plan Description

School Improvement Plan
## 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | Students will meet or exceed state standards in ELA | Objectives:1
    |                                                    | Strategies:3
    |                                                    | Activities:3                  | Academic  | $12000        |
| 2  | Students will meet or exceed state standards in math| Objectives:1
    |                                                    | Strategies:2
    |                                                    | Activities:2                  | Academic  | $0            |
Goal 1: Students will meet or exceed state standards in ELA

Measurable Objective 1:
80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of the ELA standards in English Language Arts by 06/01/2015 as measured by ISTEP+/CCR assessment.

Strategy 1:
Personalized Learning - Students are placed in classes based on their academic performance. The expectation is that all students will be proficient in their grade level standards by the end of the year.

Research Cited: The US Department of Education says this type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

Strategy 2:
Fountas and Pinnell Leveled Literacy Intervention Kits - Students that are not proficient readers will participate in small group reading instruction using Fountas and Pinnell Leveled Literacy Intervention Kits. Students will receive this support outside of their 90 minute reading block.

Research Cited: 1. The U.S. Department of Education funded a four-year “value-added” study of the effects of the LC program on student achievement and teacher quality, which was conducted by the president of the Carnegie Foundation for the Advancement of Teaching in collaboration with researchers at the University of Chicago and Stanford University. The studied measured the literacy skills of 8,500 students in grades K-2 in 17 Literacy Collaborative Schools over four years (2004-2008) with the DIBELS and Terra Nova assessments. Forty percent of the students qualified for free or reduced lunch. The average rate of student literacy growth increased by 16% in Year 1, 28% in Year 2, and 32% in Year 3, which is equivalent to effect sizes of 0.22, 0.37, and 0.43. (Biancarosa, Bryk, & Dexter, 2010). Effect sizes of 0.4 to 0.8 are considered to be of “moderate” size in educational research. The quality of classroom instruction (“teacher quality”) was also measured three times per year for the 259 teachers in the study and found to increase over three years (Hough et al, 2008). The amount that individual teachers improved was correlated with the amount of professional development and individual coaching they received from their literacy coordinator (r=.33, Biancarosa et al, 2010). In addition, teacher survey responses at the beginning and end of the study showed that professional communication networks within the schools grew denser over three years, with more cross-grade communication, more reciprocal communication, and more communication between the literacy coach and teachers (Atteberry & Bryk, 2009).
Strategy 3:
Professional Learning Communities - Teachers meet weekly to discuss student progress, achievement, and remediation. Teachers look at data around student learning targets to determine and modify interventions.
Research Cited: A review of the research by Vicki Vescio, Dorene Ross, and Alyson Adams in 2007 from Teaching and Teacher Education discusses studies which have been done clearly demonstrate that a learning community model can have positive impact on both teachers and students.

<table>
<thead>
<tr>
<th>Activity - PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet weekly to discuss student progress around data.</td>
</tr>
<tr>
<td>Activity Type</td>
</tr>
<tr>
<td>Professional Learning</td>
</tr>
</tbody>
</table>

Goal 2: Students will meet or exceed state standards in math

Measurable Objective 1:
80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of the Math standards in Mathematics by 06/01/2015 as measured by ISTEP+/CCR assessment.

Strategy 1:
Personalized Learning - Students are placed in classes based on their academic performance. The expectation is that all students will be proficient in their grade level standards by the end of the year.
Research Cited: The US Department of Education says that this type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of the learning is customized to each student.
Strategy 2:
Professional Learning Communities - Teachers meet weekly to discuss student progress, achievement, and remediation. Teachers look at data around student learning target to determine and modify interventions.
Research Cited: A review of the research by Vicki Vescio, Dorene Ross, and Alyson Adams in 2007 from Teaching and Teacher Education discusses studies which have been done clearly demonstrate that a learning community model can have positive impact on both teachers and students.
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC</td>
<td>Teachers meet weekly to discuss student progress around data.</td>
<td>Professional Learning</td>
<td>08/06/2014</td>
<td>05/27/2015</td>
<td>$0</td>
<td>All staff at Highland Park.</td>
</tr>
<tr>
<td>Common Instructional Time</td>
<td>Students have access to 3-6 grade curriculum during the Language Arts instructional block.</td>
<td>Academic Support Program</td>
<td>08/04/2014</td>
<td>06/01/2015</td>
<td>$0</td>
<td>Principal, Assistant Principal, Literacy Coach, Special Education teachers, Title I teachers, teachers in grades 4-6.</td>
</tr>
<tr>
<td>Common Instructional Time</td>
<td>Students have access to 3-6 grade curriculum during the math instructional block.</td>
<td>Academic Support Program</td>
<td>08/04/2014</td>
<td>06/01/2015</td>
<td>$0</td>
<td>Principal, Assistant Principal, Literacy Coach, Special Education teachers, Title I teachers, teachers in grades 4-6.</td>
</tr>
<tr>
<td>PLC</td>
<td>Teachers meet weekly to discuss student progress around data.</td>
<td>Professional Learning</td>
<td>08/06/2014</td>
<td>05/27/2015</td>
<td>$0</td>
<td>All staff at Highland Park.</td>
</tr>
</tbody>
</table>

#### Title I SIG

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

**Total** $0

---

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
<table>
<thead>
<tr>
<th>Fountas and Pinnell Training</th>
<th>Assistant Principal, Literacy Coach, and Title I teacher attended a four day workshop on the Fountas and Pinnell Leveled Literacy Intervention Kits.</th>
<th>Professional Learning</th>
<th>07/28/2014</th>
<th>07/31/2014</th>
<th>$12000</th>
<th>Assistant Principal, Literacy Coach, and Title I teacher that attended the training will provide professional development for the implementation of the LLI kits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$12000</td>
<td></td>
</tr>
</tbody>
</table>
Title I Schoolwide Assurances: Indiana
Introduction

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school assures that the LEA has reviewed, approved, and provided technical assistance as needed in the planning, development, and implementation of the schoolwide plan.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The school assures the LEA provided guidance in the development and implementation of the schoolwide plan.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The school assures that the schoolwide plan contains the following: a Comprehensive Needs Assessment (CNA), improvement plan, and an evaluation, as described in Section 1114(b).</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The school assures that the schoolwide plan was developed with the input of stakeholders; including teachers, parents, and students (if this school is a high school).</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The school assures that all services provided by Title I in the schoolwide plan will be supplementary to services provided by the school.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The school assures that all required components (below) are included and identified with a table of contents in the final plan.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>